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ABSTRACT

Six course units and learning activities for the Career Planning and Decision-Making course is presented. The course emphasizes career comprehension, career values, and career action. Career comprehension includes developing knowledge of the world of work and planning and decision-making skills. Career values focus on clarifying, identifying, and stating interests, values, and goals in personal and culturally relevant terms. Career comprehension and career values are the foundation for career action, which enables students to integrate their interests, values, and goals into their present work environment and college. In addition, it helps them take action, such as selecting a college major or reexamining their commitment to a major already selected, based on their personal values and goals. Learning activities include the following specific topics: work situations, aptitudes, the career information system, occupational preferences, credentials and competencies, and the decision situation. Appendices include: field of study-worker trait group chart, school subject-worker trait group chart, aptitude self-estimate record, aptitudes index, and an occupational information summary. (SW)

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CAREER PLANNING and DECISION-MAKING for College

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AEL
career decision-making program

McKNIGHT

CAREER PLANNING and DECISION-MAKING for College

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INTRODUCTION

The *Career Planning and Decision-Making* course is designed to help you develop a greater understanding of yourself and of the world of work as a basis for career planning. This course concentrates on two major areas of study: (1) knowledge of the world of work and (2) you — your interests, values, and goals — and the process of integrating both in shaping your career. The course focuses on the career planning and decision-making skills that can help you develop a career that is responsive to changes in you and in your environment.

The six units of the course are built around the following factors: Career Comprehension, Career Values, and Career Action. Career Comprehension includes developing knowledge of the world of work and planning and decision-making skills. Career Values focuses on clarifying, identifying, and stating your interests, values, and goals in personal and culturally relevant terms. Career Comprehension and Career Values are the foundation for Career Action. Through Career Action, you can integrate your interests, values, and goals into your present work environment — college. This course helps you explore the world of work and your college environment. In addition, it helps you take action — such as selecting a college major or reexamining your commitment to a major already selected — based on your personal values and goals.

The activities in Units I through V are designed to help you learn and then apply the planning and deciding process and to take action related to your college studies and life. In Unit VI, planning and deciding is presented as a continuous, ongoing process. You can use this process to manage your career on a daily basis and, thus, have more control in shaping a satisfying career throughout your life.

UNIT I

CAREER DEVELOPMENT

Introduction

What role does college play in your life? Is college a breathing space between high school and the time when you may have to go to work? Is college a time during which you can postpone thinking about your career? Or do you look upon college as a place you "ought" to enter with your occupational decisions already made, a place to prepare and train for a specific occupation?

The concepts of career and decision-making presented in this unit look upon college as an integral part of your career. College provides the time and opportunity for you to explore yourself and occupations found within the world of work. The more information you gather about yourself and the world of work, the better prepared you are to make satisfying decisions. The decisions you make are the most important factors in shaping a satisfying career and, thus, in achieving greater control over your life.

Concepts	Activities	Goal
Career and Career Themes	• What Makes Up a Career? • Career Themes • My Career: Yesterday, Today, and Tomorrow	Understand the career development process
Decision-Making	• What Type of Decision-Maker Are You? • Understanding the Decision Situation • Making a Decision	

Concept: Career and Career Themes

In the course of a lifetime, a person engages in many work activities, including those that are paid and those that are unpaid. These activities may involve the home and family, education and occupations, and civic and community services. The total of a person's work activities constitutes a person's **career**. The types of activities a person chooses, plus the values and goals these activities reflect, portray one's **career theme.**

... Work is a Four-Letter Word!

Activity A: What Makes Up a Career?

This activity is designed to help you understand the concept of career used in this program.

1. The quotations on the following page show that people have a wide range of opinions about the meaning and place of work in their lives. Read the quotations. As you read, think about what each quotation means to you and why you agree or disagree with it.

a. Work means applying yourself to the best of your ability to achieve a set goal such as getting an education.
—A college student

b. Without work all life goes rotten. But when work is soulless, life stifles and dies.
—Camus

c. Work is work. Nobody likes it; it just has to be done. We must all do our share.
—Unknown

d. Social development requires the assurance to everyone of the right to work and the free choice of employment.
—United Nations
Assembly Resolution
2542

e. Man's right to work is the right to be bored for most of his natural life.
—Neville

f. That free men should be willing to work day after day, even after their vital needs are satisfied, and that work should be seen as a mark of uprightness and manly worth, is not only unparalleled in history but remains more or less incomprehensible to many people outside the Occident.
—Hoffer

g. Work we believe is the ability of human beings to bring about alterations in their conditions of existence, then it is a set of functions which are inseparable from being human.
—Neff

h. Work is love made visible.
—Gibran

i. Work is using one's time and energy to earn money in order to eat and pay bills.
—A college student

j. Work is a four-letter word.
—Unknown

k. . . . self-actualizing people . . . assimilate their work into the identity, into the self, i.e., work actually becomes a part of the self, part of the individual's definition of himself.
—Maslow

l. Work is any activity that is required of you: school, occupation, housework, etc.
—A college student

m. You can't eat for eight hours a day nor drink for eight hours a day nor make love for eight hours a day — all you can do for eight hours is work. Which is the reason why man makes himself and everybody else so miserable and unhappy.
—Faulkner

n. A working man is a happy man.
—Unknown

o. You can take this job and shove it, I ain't gonna work here no more.
—Popular song

p. Work still holds a critical position in the lives of most adults and brings order and meaning to life.
—Borrow

Select the two quotations that are the most meaningful to you. Use these two quotations to help you develop your own definition of work. Write your own definition of work in the following space.

2. Read the following quotations about career. Think about what they mean to you. The meaning and the place you give to work in your life influence your concept of the term "career."

a. College is part of my career. It is work and helps me move toward my life goals.
—A college student

b. A career is a succession of related jobs, arranged in a heirarchy of prestige, through which persons move in an ordered sequence.
—Wilensky

c. A career is a profession for which one trains and which is undertaken as a permanent calling.
—A college student

d. Career permits an individual to tie his personal fate to socially sanctioned patterns of behavior — to *find* meaning for him and at the same time *fix* a place in an ongoing social structure.
—Lee Brande

e. Career is what I am and will become.
—A college student

f. Career links the private world of the individual — his hopes and dreams and the personal stance he takes toward himself and his world — with the public world of norms, expectations, status, and other human beings.
—Goffman

g. Career is an occupation you enjoy doing and believe is worthwhile.

—A college student

h. Career is the outgrowth of an individual's pursuit of value within the context of a unique physical-social-cultural-economic opportunity frame.

—Adams

i. My career is the work I devote most of my time to and will spend the rest of my life doing.

—A college student

j. Career is the imposition of direction in an individual's vocational behavior. . . subject to. . . comprehension and will.

—Tiedeman

Using the preceding quotations and your definition of work, develop your own definition of the term "career." There is no right or wrong answer. Your definition may present a concept of career different from those included in the quotations. Write your definition of career in the following space.

3. The following paragraphs describe the concepts of goals, work, career, and career development upon which this program is based. As you read these paragraphs, think about how your own definitions of work and career interrelate.

All humans have the same basic needs, which must be met for survival. Beyond these needs for food, shelter, health, and affection, each person may want a number of things to be satisfied with his or her life. These needs represent a person's values and are the basis for his or her goals. The things people work for are called their **goals.**

People take action to attain their goals. Any action that is intended to produce something of benefit to society or the individual is called **work.** People meet many of their goals through work. A person may or may not be paid for work. Activities intended to contribute something of value to the home, the family, the community, as well as civic, educational, and occupational activities are work activities.

Career consists of all a person's work activities and extends throughout the person's lifetime. Rather than being static, career changes to reflect growth in the individual and changes in society. An individual can develop a satisfying career by clarifying his or her needs, values, and goals and then finding and choosing ways to meet or achieve them through work.

By projecting his or her work values into the future, one can establish career goals. Thus, a person's career goals include a preferred occupation and other work activities, which represent these projected values. By continually relating one's values and goals to the needs of society, one can learn to have more control over his or her career. This is called **career development** and is a lifelong process.

4. Consider the following questions. Write down your ideas in response to these questions.
   a. How do the work and career definitions outlined in Step 3 relate to those you developed in Steps 1 and 2?
   b. Is the definition of career presented in Step 3 helpful? Why or why not?
   c. Is attending college part of your career? How? Which of your current activities are part of your career? What is **not** part of a person's career?

d. What values and goals do you have that are presently being met through college?

____

____

____

____

e. How much control do you feel you have over your career? What can you do to increase your control?

____

____

____

____

Activity B: Career Themes

A person's career theme is the overriding principle that gives structure and meaning to work and the sequence of one's work activities. This principle is made up of the person's values or pattern of values and, when projected into the future, constitutes the basis for the person's career goal. A career theme expresses one's purpose and serves as a guide both for interpreting current experience and for anticipating future experiences. The purpose of this activity is to help you identify the career themes of others. To do this, you will examine how others have integrated their values in relation to their social and physical environments.

1. The following short biographical sketch, "Booker Page, Cabdriver," is an excerpt from *Working** by Studs Terkel. The diagram that follows the excerpt illustrates the career theme of Booker Page. As you read the biographical sketch, refer to the diagram to help you identify how he has integrated or plans to integrate his values with society or his milieu.

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*Published by Avon Books (New York: 1974) by arrangement with Pantheon Books, a division of Random House, Inc.

Booker Page, Cabdriver

He drives his own cab in Manhattan. He is sixty-one. It is early evening — the end of his day. A heavy man, he has plopped into a chair, visibly exhausted. As he tugs off his shoes, wiggles his toes, he sighs, "Oh, my feet!"

He has been a cabdriver for about a year. For thirty years he had been at sea, 1942-1972. Once during that time, "I was ashore for a year. My brother and me bought a diner. I was very glad to get rid of it. I went to sea again." Years ago he had worked in an auto body shop. He quit because "I've always enjoyed seeing ships, always hoped I'd be able to go to sea."

I'm using muscles I haven't used before. Sometimes I have to stop the cab and get out and walk a while, just to stretch out. Sitting for ten, eleven hours a day got me so that I'm all cramped up. I have to take soap, hot water, my wife rubs my feet, my ankles, 'cause my muscles are actually sore. I don't get no exercise at all like I usually do.

I was a cook and baker on a ship, a freighter. My last ship, I was making runs to India and South Africa. It wouldn't take me too much to do my work. I walked around on deck all day. I enjoyed it. I was getting my exercise. I put on twenty pounds since I been on the cab.

I promised my wife I'd quit the sea. One time when my ship came back from India she came down by bus and drove eighteen hours, but just stayed overnight around Savannah. She asked me to give it up because she was just tired of being alone. I said, "Give me one more year," because we'd been saving and had plans of what we wanted to do. This Indian run lasted two years. I gave my youth to the sea and I come home and gave her my old age.

It used to be that every seaman ran away to sea. 'Cause he's a drunk, a wastrel, running away from his family. You found the scum that went to sea. Today you find some college graduates. We have on board two or three young fellas that are studying to be doctors. They made the trip to get some extra money. Seamen are mostly young now. It's better than when I first went to sea. Where once a fella was glad to eat his three meals a day and get paid and get drunk, the young man feels they're not paying him enough. Sometimes he has a chip on his shoulder.

The big topic at sea is still exploits with women. Because there's always loneliness. A traveling salesman, he has a means of picking up a phone. But a seaman is one month, two, three months before he'll get a letter from his wife. I used to phone my wife three, four times every trip. In Calcutta I waited five hours to get a phone call through. If I didn't get it through one night, I'd call again and wait three, four hours the next morning. The feeling you get, just hearing her voice . . . I'd stand on the phone and just actually choke up. My wife would be crying on the other end and I'd say, "Woman, listen, I'm spending too much money on this phone call. Stop crying." (Laughs.) But it was just so happy.

It's impossible to pay for the loss of family life. The time away is like being in jail. I used to tell my wife that when the whistle blew, even if we're still tied up in dock, I was automatically three and four thousand miles away. The lines are goin', the gangway's goin' — even though I'm only a few feet from the dock, I'm separated. I would put myself in suspended animation, knowing nothing's going to bother me until I come back. No matter where I went, how many times I called her on the phone, I was never home. Even though I would reach two, three American ports, it was no more than to touch my wife. We're losing so much, giving up so much of family life. You should be compensated for it. But no one forces you to go to sea. It gets in your blood . . .

Some of the major ports like Calcutta, Karachi, we stay eight days, twelve days picking up cargo. I'd stay aboard ship. I'd go to movies almost every night 'cause I don't drink, I don't smoke, I don't gamble. I was just a poor ass seaman. (Laughs.) I'd do other things, naturally. (Laughs.) There's always women. (Laughs.)

I love nature. I'm fed up with man's so-called superiority. I've seen things happen at sea. I've seen a beautiful day change in minutes to a storm so hazardous you can't describe it unless you see today's pictures on TV. More strength and terrible power's been exerted in five minutes than man has concocted in all his atom bombs. Storms that would lift the ship up and toss it like a match. Think of the power, think of the weight and strength of nature. Man with all his egotism . . .

I can't think of the sea now, I'm busy with a cab. It keeps you so occupied with traffic that you can't think of anything else. The only time I think of the sea is when I'm going up the East Side and I see a ship in the harbor or hear a ship blow. It's only a fleeting moment . . .

It's like changing a life. It's like being born again into something else. I'm talking to people every day, meeting different people. They'll get in a cab and discuss all their problems. I've had people talk over certain things that should be kept in the family. I had a man get in one time, said, "Get me away quick before I kill the sonofabitch." Him and his partner fell out in business and he was overwrought, he had to get him a drink. He got off in two blocks and gave me a dollar.

You must be alert every moment to everything that happens. You can't relax yourself while you're driving. I've got this brand-new cab and I got three dents in it already, as careful as I am.

Oh, I'm so tired. My bottom gets so . . . Oh, every muscle aches in my body. It's my legs and feet, ankles and so forth. I figure in another few months I'll be able to sit up, stand up, do anything else. I'll be used to it then. But right now, I'm so . . . My pedaling the gas and brake, gas and brake, all the time . . . At sea I never had no aches and pains. Then it was just blahs. You'd get tired of the same monotony, day in and day out. The only time I think about the sea is at home or going in my cab in the morning.

Right now my outlook is making as much money as I possibly can. To make back what I put into the investment of buying a cab. It'll take about four years. I don't stay out after dark, but I put in eleven hours a day. I make good money, but I just have to keep going right now.

No matter how much you love your wife, the sea is drawing you . . . I have so much love for the sea, my whole dream is I want to buy a schooner and live aboard and then charter — in the West Indies. That's what my wife and I are both planning for. A cab is just a steppingstone to a car wash and then a car wash will be a means of buying my boat. Even at my age, I haven't given it up. Nothing's going to stop me. That's how much I love the sea. If I get a schooner, that'll be tops, that'll be it. I'll have both my loves: my wife and my sea. I would like to die at sea and be buried at sea, and then spread out at sea . . .

CAREER THEME DIAGRAM EXAMPLE

	Values Integrated in Relation to Milieu	Values Not Integrated in Relation to Milieu	Goal
Past	• Love of the sea HOW? sailor	• Love for wife	• Be at sea and spend more time with wife
Present	• Love for wife HOW? cab driver	• Love of the sea	• Earn enough money to buy a car wash and then to buy a schooner
Future	• Love of the sea • Love for wife	→ Career Goal →	• Own and operate charter schooner and live on schooner with wife

This person's career theme can be best summarized by quoting his own words:

"I'll have both my loves: my wife and my sea."

2. Select a person whose career theme you want to examine. This individual can be one you know personally or one you know through the media, for example, books, movies, or television. As you review the biography of your chosen person, identify the pattern formed by his or her work activities, values, and goals. Use your analysis of Booker Page and these questions as a guide.
   a. What are the person's values?
   b. What are the person's goals?
   c. Through what work activities did the person implement his or her goals?
   d. How did the individual's pattern of activities relate work to civic and community involvement? To education? To occupations? To family?
   e. How did the person resolve crises? What decisions did he or she make? How were these decisions made?

   In the space provided, write a short statement describing the career theme of the person.

MY WAY
1. ADOLESCENT
2. YOUNG ADULT
3.
CHORUS
Oh, no, much more than this, I did it my way.

Activity C: My Career: Yesterday, Today, and Tomorrow

In Activity B, you identified the career theme of someone else. The purpose of this activity is to help you identify your own career theme and describe your career. As previously defined, a career consists of all a person's work activities, including those that are paid and those that are unpaid. Therefore, as you examine your career, you should consider your curricular, extracurricular, volunteer, and other work activities. Once you have identified the overriding principle that gives organization and meaning to the sequence of your work activities — your career theme — you will be better able to describe your career.

1. Examine the following diagram. In this example, a college student, Dave, listed his past, present, and anticipated career activities, values, and goals. He then examined the pattern formed by his activities, values, and goals and, as a result, was able to state his career theme.

CAREER THEME EXAMPLE

PRESENT CAREER ACTIVITIES

Curricular: English, Literature, Journalism, and History

Extracurricular: College newspaper goal: Work on college radio station

Part-time job: Selling shoes

Goals: Earn some money and meet people outside own age group. May be able to use experiences in my writing.

Leisure: Reading and writing short stories and poetry (one already published)

General goals: Continue to improve writing skills and get a well-rounded education

PAST CAREER ACTIVITIES

Curricular: English, Literature

Extracurricular: Write on school newspaper, play in school band, involved in school plays

Leisure: Reading

Goals: Improve writing skills and go to college to (values) satisfy hunger to learn more, meet people, and have new experiences

PLANNED OR ANTICIPATED CAREER ACTIVITIES

Curricular: Besides courses required for major, take electives to satisfy hunger to learn and know a little about everything (could use experiences in my writing)

Extracurricular: Work for college radio station (other form of communications to explore and later possibly get a job in local station)

General goals: Graduate from college, get a job (radio?) that also allows me to write and get established as a writer

CAREER THEME

Continuous learning about people and events of the past and the present

Communicate with people by working in radio and writing articles and novels (audio and printed media)

2. The following groups of questions are designed to help you examine your career activities and identify your career theme. It may be easier for some people first to analyze their activities to identify the pattern of related values and goals, then to state a career theme. For others, it may be easier first to state a career theme, then to list their present, past, and anticipated future activities to illustrate their career theme. Answer the following groups of questions in the order that best suits you. Write your answers on plain paper. Then, when you have refined your thinking, write your answers in the spaces provided on this page.

CAREER THEME WORKSHEET

PRESENT CAREER ACTIVITIES

PAST CAREER ACTIVITIES

PLANNED OR ANTICIPATED CAREER ACTIVITIES

CAREER THEME

Present College Activities. What are your curricular activities? Are you taking any elective courses? Why or why not? What are your extracurricular activities? Do you have any activities off campus, such as a part-time job or doing volunteer work for the community? What are your leisure activities? How do your activities relate to your present goals, to your values? What part does attending college play in your career, goals, and values at this time?

Past Career Activities. In high school, what were your curricular activities? Extracurricular activities? Did you have a part-time job? Did you do any volunteer work? What leisure activities did you like? What values did these activities represent?

Planned or Anticipated Career Activities. What kinds of activities are you planning or anticipating? Does the future you anticipate include educational and occupational activities? If so, try to describe them as specifically as you can at this point. What goals would you be achieving through these activities? What values would these goals represent?

Career Theme. Think about what interests you, what is important to you — your values. Think about your goals and how your goals relate to your values. How do your values and goals relate to your present college activities? To your past activities? To the activities you plan to do in your future? What pattern ties your present, past, and anticipated activities together? What is your career theme?

3. Examine the statements you wrote in the four spaces, using the following questions as a guide.

   a. Have your college experiences reinforced your past interests and values? If so, which ones? Have some interests and values lost importance since your attending college?
   b. Have you developed new interests and values in college? Through which experiences and activities? What goals did you state that indicate you intend to pursue these new interests and values?
   c. Can you think of other activities or experiences that could help you achieve your goals?
   d. Is your stated career theme consistent with the activities, goals, and values you listed? If so, how? If not, how?

Concept: Decision-Making

The act of deciding requires that we have the freedom to consider, evaluate, and select a course of action. This freedom is gained through understanding each decision situation and becoming more capable of taking action based upon commitment. Understanding decision-making means that we need to know ourselves (our values and goals) in relation to the decision. Also, we need to know the milieu (social and physical environment) in relation to the situation so that we can identify possible action. Choice of action based upon such understanding enables us to act responsibly and gives us greater control over the direction of our lives.

Decision-making is an ongoing process. We rarely make separate choices. Decisions often grow out of previous decisions, and lead to future decisions. The values and goals upon which we base our decisions develop and change as we interact with the world around us.

Activity D: What Type of Decision-Maker Are You?

Your decisions play a major role in your life. The satisfaction you gain is directly related to the results of decisions you make. The way in which you make decisions can determine to a large extent whether you obtain results that satisfy you. What type of decision-maker are you? The purpose of this activity is to help you answer this question.

1. Think back and try to remember how you made the decision to attend college. The following statements represent various ways a person arrives at that decision. Read each statement, then indicate whether the statement applies to you by making a check mark in either the "yes" column or the "no" column. There are no right or wrong answers.

Yes	No	Statement
		1. A college degree is important in order for me to be accepted.
		2. Going to college was the thing to do.
		3. I spent a lot of time considering all the pros and cons before deciding to go to college.
		4. Before deciding on college, I studied the college catalogs carefully to determine which schools offered courses of interest to me.
		5. I've always been a good student, so college was a natural choice for me.
		6. Before deciding to go to college, I carefully considered all the alternatives and what was important to me.
		7. I decided to attend college primarily because I was encouraged to attend by people I respect.
		8. I decided to go to college without thinking much about it.
		9. I came because college is the road to success.
		10. I just listened to my feelings; going to college was what I wanted to do.
		11. Everybody in my family went to college; I just never questioned it.
		12. A person needs a college education to get ahead in the world.
		13. I've always wanted to attend college. College will allow me to be myself.
		14. When I realized that the occupations that interested me required a college degree, I decided to go to college.
		15. My decision was pretty much an intuitive one, not really planned.
		16. I waited until the last minute to apply to a college. I'm still not sure whether I should be here or not.
		17. Circumstances were right — college was my best option.
		18. It was obvious, to me at least, that college was necessary in order to make a lot of money.
		19. Actually, I keep changing my mind about why I came to college.
		20. At times, my own reasons for going to college are unclear.

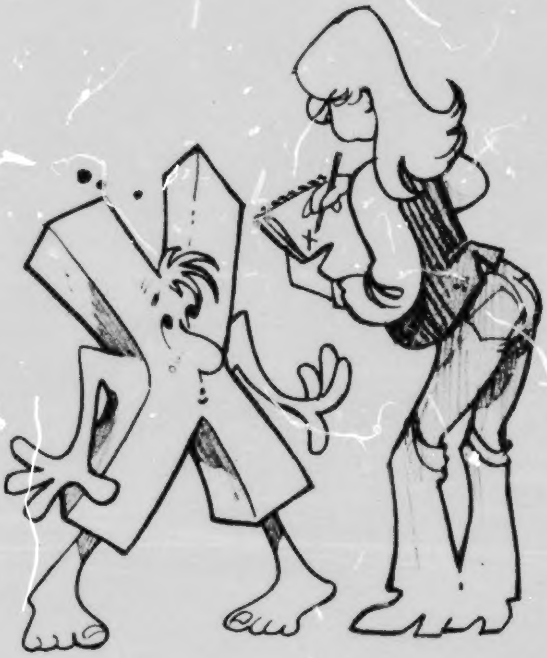
2. Use the following questions to help you examine the way you made your decision.

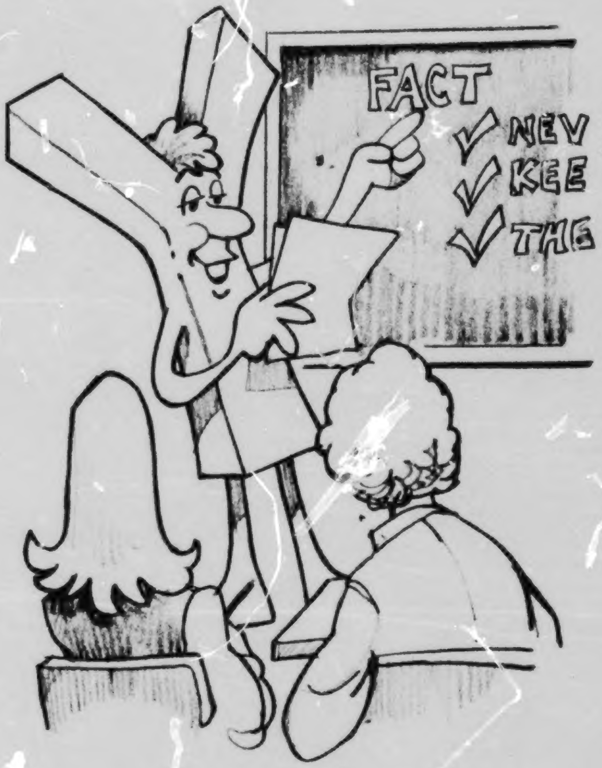
   a. In making your decision, how much did you consider what was important to you (your values)?
   b. Did the values of others, such as your family and your peers, influence you? If so, to what extent?
   c. Did you make a conscious effort to gather information to help you make the decision? If so, what kind of information? Was it information about yourself, about the world of work, or a combination of both? What sources of information did you use?
   d. Did you search and explore alternatives other than college before making your decision? What were they?

e. To what degree are you satisfied with your decision? Would you change the way you made the decision? How?

f. In your opinion, why do people have different decision-making styles?

3. Roy Heath, writing in *The Reasonable Adventurer**, describes the characteristics of four common types of personal dispositions or **temperaments.** Heath derived these four temperaments as a result of four years of research with 36 Princeton University undergraduate students. Read the following descriptions of these temperaments. These descriptions may lead you to insights into your own decision-making style.





"X" Temperament. The X student impresses others as a friendly and likeable person. In a conversation or discussion, the X student prefers to listen to others and, thus, reveals very little of himself or herself. He or she enjoys the sense of security of belonging to a group. Generally, no matter how the X student feels, he or she frequently yields to the wishes of others. He or she endeavors to maintain peace and avoids conflict. The X student does not allow his or her own inner wishes and strivings to upset the peace he or she works so hard to maintain. As a result, he or she has a tendency to suppress them. If faced with a decision to make, the X student finds it difficult and would prefer to stay neutral or delay the decision as long as possible.

"Y" Temperament. The Y student impresses others as a hard-working, knowledgeable, and ambitious person. He or she participates actively in a conversation or discussion. The Y student prefers to base his or her opinions on facts rather than on feelings and intuitions. The Y student is pushed by a strong desire to be successful and wants to be recognized and esteemed for his or her accomplishments. The Y student thinks daydreaming is a loss of time and dislikes introspection. He or she prefers the company of others to solitude. The Y student approaches difficult situations or makes decisions by preparing a definite plan of action, based more upon facts than upon his or her inner self and feelings.

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*Published by the University of Pittsburgh Press, 1964.

"Z" Temperament. The Z student impresses others as a warm, enthusiastic, and impulsive person. He or she has a very active inner life and is acutely aware of his or her emotions and feelings. The Z student participates eagerly in conversations or discussions that allow him or her to express his or her feelings and emotions freely. The Z student likes to be noticed and to create change. He or she starts or engages in many activities that allow expression of his or her feelings and opinions. However, the Z student may lose interest quickly if the situation or people involved change or there is a shift in his or her mood. In making a decision, the Z student relies more upon his or her inner feelings and strivings than upon external information and facts.

"A" Temperament. The A student impresses others as an independent, sensitive, and playful person. In a conversation or discussion, the A student welcomes differences of opinions that arise with others. These differences are not considered as personal affronts, but rather as sources of new ideas and occasions to enrich and reflect upon his or her own judgment. In academic pursuits or friendships, the A student is eager to explore and to communicate. This student continues the projects he or she starts and makes a sustained effort to work them in depth. After discovering new facts and ideas, the A student settles back to reflect on the meaning of the discovery. During this reflective period, the A student relates the discovery to personal feelings and values. In making decisions, the A student is sensitive to the influence of external factors such as teachers, peers, and family. However, he or she bases the actual decision upon personal evaluation of the importance of these factors in relation to his or her own values and goals.

Remember that Heath's four temperaments can be viewed as four different decision-making styles. In view of this, identify how the X, Y, Z, and A students would have made their decisions to go to college. Use the statements listed in Step 1 of this activity to illustrate each decision-making style. For example, an X student would agree with statement Number 7, "I decided to attend college primarily because I was encouraged to attend by people I respect."

4. Compare your responses to those you assigned to the X, Y, Z, and A students. Remember, each person is unique and does not fit into one specific category. For example, your responses may indicate that your style is a combination of X and Y or of Y and Z.

Activity E: Understanding the Decision Situation

To make sound and satisfying decisions, you need to have a clear understanding of the decision situation. This activity presents a way in which you can methodically examine any decision situation you may face.

1. A decision situation is composed of three dimensions:

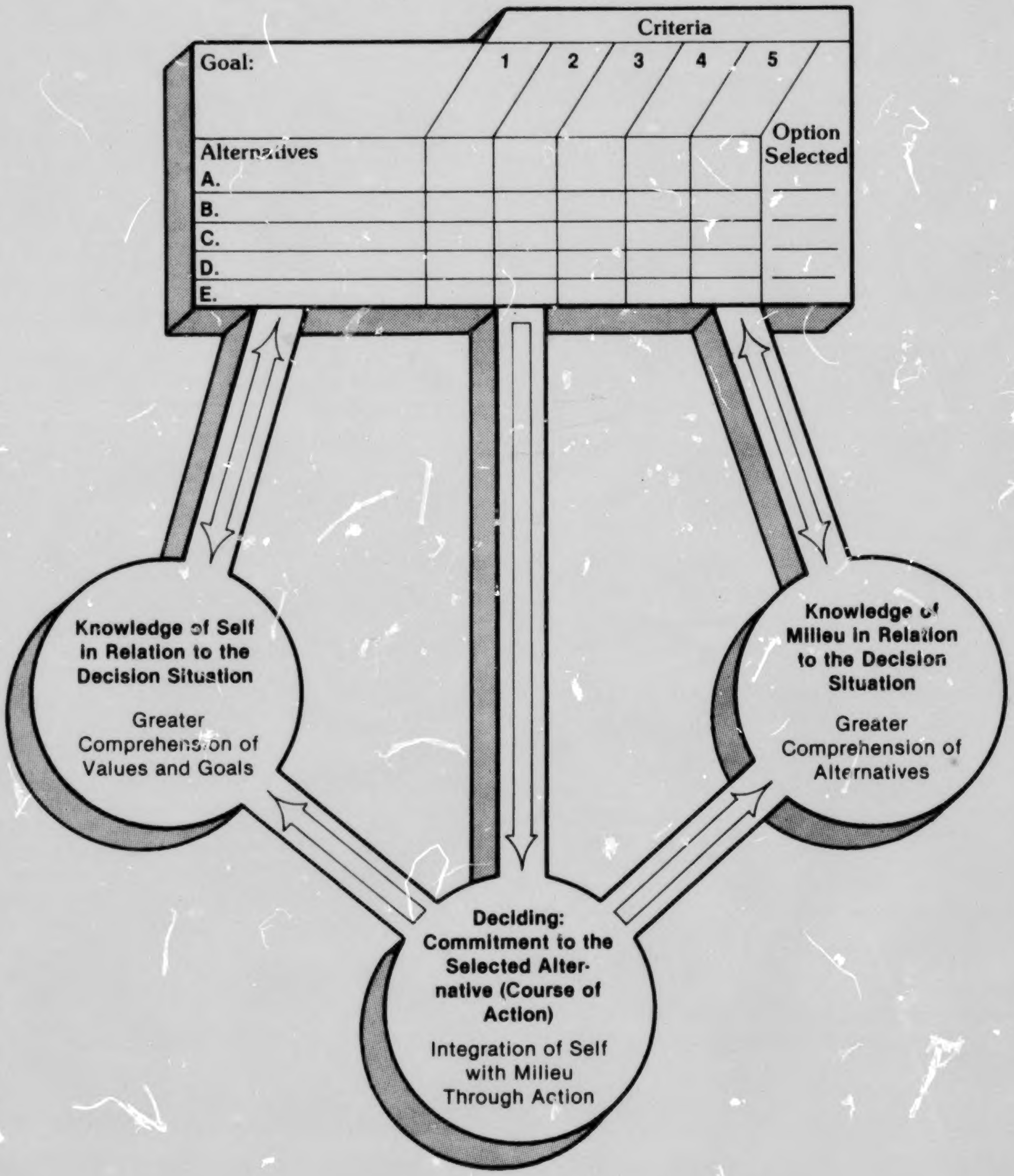
   a. **Knowledge of yourself in relation to the decision situation.**
   The more you know about yourself in relation to the decision situation, the more likely you are to make a satisfying decision. Your preferences, dislikes, abilities, interests, strengths, and weaknesses form your values. As you examine your values in relation to the decision situation, you increase your awareness of them. The situation can also bring out elements of self-knowledge of which you were not previously aware. The values you project into the future are expressed by your goals. The greater awareness and comprehension achieved by examining your values and goals in relation to the decision situation make up the personal and internal dimension of that situation.

   b. **Knowledge of your milieu (social and physical environment) in relation to the decision situation.**
   The more information you gather about the milieu in relation to the decision situation, the more likely you are to find alternative courses of action. What opportunities does your milieu have to offer in relation to the decision situation? What are the limitations? What are the objective facts about the situation? In collecting the information, use such sources as your imagination, your friends, college and community resources, books, and catalogs. The greater awareness and comprehension achieved by gathering information about the milieu in regard to the decision situation are expressed by the alternatives you derive. The alternatives make up the external dimension of the decision situation.

   c. **Deciding.**
   In working through a decision situation, you develop a greater awareness and comprehension of its internal and external dimensions. The internal and external dimensions are generally processed at the same time. The comprehension of the external dimension of the situation increases your comprehension of the internal dimension, and vice versa. As you think of an alternative, you cannot refrain from weighing and judging it. This process sharpens your awareness of your values and goals.

   Continuous comparing and evaluating internal and external dimensions enables you to establish alternatives that can best help you reach and refine your goals. This mental process includes considering the probability of success, the risk involved, the possible outcomes, and the consequences of each alternative. It is important that you increase your comprehension of the internal and external dimensions as much as possible before you decide on any course of action. Then, you can select from all the alternatives you have found. When you decide, you commit yourself to the action most likely to meet your goals. Deciding includes selecting and acting. Selecting without acting is still planning. Acting is decisive and becomes the process of integrating self in relation to milieu — the third dimension of the decision situation. This leads to new knowledge of self and milieu and to new decision situations. The diagram on the following page illustrates the three dimensions of the decision situation.

DECISION SITUATION


Criteria
Goal:
1
2
3
4
5
Option Selected
Alternatives
A.
B.
C.
D.
E.
Knowledge of Self in Relation to the Decision Situation
Greater Comprehension of Values and Goals
Knowledge of Milieu in Relation to the Decision Situation
Greater Comprehension of Alternatives
Deciding: Commitment to the Selected Alternative (Course of Action)
Integration of Self with Milieu Through Action

2. Examine the following example. It shows the three dimensions of a decision situation, their relationship, and how they are used to make a decision.

DECISION-MAKING WORKSHEET EXAMPLE

DECISION SITUATION: A part-time nursing-aide job at the local hospital is advertised on the college bulletin board. Susan is interested. However, she does not want the job to interfere with her studies and grades.

Knowledge of Herself in Relation to the Decision Situation

Susan asks herself why the part-time job interests her. Is it for the money? Does she want to prove she can take care of herself in the world of work? Become more financially independent? Does she really need the money or is it for "extras"?

Is she interested in the part-time job or in the experience hospital work could provide?

Her goal is to obtain high grades in college because she is thinking about applying for admission to a medical school. Can the experience provided by the hospital job really help her in the tentative medical-school plan? Is the experience really worth the loss of study time? Does she want to find out how she feels about dealing with sick people on a regular basis?

Criteria

Susan now gives evidence of her understanding of herself in relation to the decision situation by listing her values and goals (criteria) in order of importance:

1. Gain experience in dealing with sick people to help clarify medical-school goal.
2. Keep as much time as possible for study to maintain grade average.
3. Gain experience in world of work.
4. Earn some money to show independence.

Knowledge of Milieu in Relation to the Decision Situation

Susan first goes to the hospital to find out more about the job. How many hours? Day or night shift? Specific duties — changing beds, taking blood pressure, or what? What are the supervisors like? How far is the hospital from campus? Would transportation be a problem? How much does the job pay?

At the hospital, Susan also finds out about the kinds of volunteer work she could do.

One of Susan's friends tells her about an opening coming up at the college dispensary. Susan talks to the student now holding the position to find out more about the job.

Alternatives

Susan now gives evidence of her understanding of the milieu in relation to the decision situation by listing the alternatives she has found:

A. **Hospital Job:** Day shift 7 to 11 a.m., including weekends, carrying food to patients and making beds. $85 a week, ½ hour for transportation.

B. **Volunteer Work:** Once a week for three hours, help monitor games in children's ward or run errands for long-term patients. Lots of patient contact, but little actual experience in dealing with the physical aspects of a patient's care. No money earned. Would spend extra money on gas.

C. **College Dispensary:** Four hours three times a week, varied duties. Could gain experience in various aspects of medical care, pay very small, no transportation problem.

SELECTING THE MOST DESIRABLE ALTERNATIVE

Susan evaluates each of the **alternatives** she has found against her **criteria.** She places a plus (+) mark to indicate an alternative that an alternative meets a criterion. She enters a minus (−) mark if it does not. She leaves the cell blank if the alternative neither adds to nor detracts from the criterion. Susan then selects the most desirable alternative **(option).**

Goal: Earn extra money and gain work experience in the medical field	**Criteria**					
	1 Experience in working with sick people	2 Study time to maintain grades	3 Work experience	4 Some financial independence	5	
Alternatives						**Option Selected**
A. Hospital Job	+	−	+	+		
B. Volunteer Work	−	+	+	−		
C. College Dispensary	+	+	+	+		✓
D.						
E.						

DECIDING

Susan decides to take the college dispensary job (Alternative C). The four plus marks show that this choice meets and reflects all Susan's criteria (goals and values). Thus, the college dispensary job is more likely to bring the outcome she desires. In deciding, Susan commits herself to the course of action of Alternative C. As she acts, Susan integrates self with the milieu.

Deciding involves conscious thought.

3. Consider the following questions. Write down any ideas you have in response.
   a. Susan did not take the job that first interested her. Why?

   ____

   ____

   b. How did a greater comprehension of herself in relation to the decision situation help Susan decide? How did she increase that comprehension?

   ____

   ____

   c. How did the knowledge Susan gathered about the milieu in relation to the decision situation help her reach a decision? How did she gather that knowledge?

   ____

   ____

   d. Can you think of other alternatives Susan might have included in her decision situation? What other possible actions could she have decided to take? How would you rate these new alternatives against Susan's values and goals?

   ____

   ____

Activity F: Making a Decision

In this activity, you can use your understanding of the three dimensions of a decision situation to make a decision related to your career.

1. Select a personal decision situation that involves your career. Use the following examples of actual career-related decision situations as a guide to identify a personal decision situation.
   - Choosing the subject of a term paper.
   - Deciding what you can do to improve your grades.
   - Doing well in a class you don't like.
   - Selecting courses for next term.
   - Adapting to an unfamiliar style of teaching.
   - Spending time during the weekend preceding an important exam.
2. On the following Decision-Making Worksheet, work through the personal decision situation you have identified. Use the space provided at the top of the worksheet to describe your decision situation. Then, complete the activity as directed.

Conscious choice is for the uncommitted.

DECISION-MAKING WORKSHEET

DECISION SITUATION: ____________________

____

____

____

Knowledge of Self in Relation to the Decision Situation
Think about your career theme — interests, likes, dislikes, strengths, weaknesses, values, and goals — as it relates to the decision situation. List your responses in the space below.

____

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____

Criteria
Give evidence of your understanding of yourself in relation to the decision situation by listing your values and goals (criteria) in order of importance.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Knowledge of Milieu in Relation to the Decision Situation
Gather facts and information about your milieu as they relate to the decision situation. List your findings in the space below.

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Alternatives
Give evidence of your understanding of the milieu in relation to the decision situation by listing the alternatives (options) you have found.

A. ____________________

B. ____________________

C. ____________________

D. ____________________

E. ____________________

SELECTING THE MOST DESIRABLE ALTERNATIVE

Evaluate each of the **alternatives** against your **criteria.** Place a plus (+) mark to indicate that an alternative meets a criterion. Enter a minus (–) mark if it does not. Leave the cell blank if the alternative neither adds to nor detracts from the criterion. Select the most desirable alternative **(option).**

Goal:	Criteria					
	1	2	3	4	5	
Alternatives						**Option Selected**
A.						
B.						
C.						
D.						
E.						

DECIDING

State the option you have selected. This option represents the alternative to which you are committing yourself. Describe the steps involved in the course of action required for the selected alternative. What is the desired outcome of your decision? Why do you think the decision you have made will help you reach your goals?

3. Examine the results of your decision, using the following questions as a guide.
   a. Are you satisfied with the results of your decision? Why or why not?
   b. Did the outcome you projected and desired actually occur? Why do you think it did or did not occur?
   c. What did the results of your decision help you gain with respect to your goals? If you did not follow through a given decision, why? Were there values you missed? Were there alternatives you found later? Had you followed a reasoned and orderly process?
   d. How do your decision and the results of your decision relate to your career theme?

Summary

Career development is not a series of isolated choices. We are continually involved in values clarification, planning, and making decisions. Understanding the dimensions of the decision situation and using them to make decisions can increase your control over your career and career planning. Discuss and relate the following quotation to this unit's concepts of career, career development, and decision-making.

> . . . knowledge of social needs and values . . . when combined with self-understanding . . . can become an active, liberating force that enhances rather than restricts the individual's freedom of choice.*

Key Terms

Alternative — One of two or more courses of action that meet the requirements of a decision situation.

Career — The totality of all a person's work activity, extending throughout the person's lifetime. It is not static, but reflects changes in the person and milieu.

Career Development — The process by which a person continually integrates his or her values in relation to the milieu through work. It involves growth and adjustment through learning and experience.

Career Theme — The overriding principle that gives structure and meaning to work and the sequence of one's work experiences, including education and training. The principle is made up of a person's values and pattern of values. When projected into the future, this principle constitutes the basis for one's Career Goal. A career theme expresses one's purpose and serves as a guide for both interpreting current experiences and anticipating future experience.

Criteria — Important factors that will affect a decision. Standards on which a decision may be based.

Decision Situation — A decision situation is composed of three dimensions: (1) the internal dimension—knowledge of self in relation to the situation, (2) the external dimension—knowledge of the milieu in relation to the situation, and, (3) deciding—the action by which a person achieves self-integration in relation to the milieu.

Goals — What a person wants. Something a person wants to preserve or attain. Goals reflect the projection into the future of a person's values.

Leisure — Activity undertaken for personal pleasure. It may produce something of benefit to the individual or the society. However, this is **not** the activity's primary intention.

Milieu — The economic, cultural, and inter-human aspects of an environment.

Needs — Conditions that must be met for survival. Needs include food, shelter, health, and affection.

Values — What is important to you and the degree to which it is important. People may value other people, material things, activities, places and ideas.

Work — Activity intended to produce something of benefit to the individual or the society. It is the means by which many people meet their needs and achieve many of their goals.

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*Martin Katz, "Decisions and values: A rationale for secondary school guidance," College Entrance Examination Board, New York, 1963, p. 24.

UNIT II

CAREER EXPLORATION

Introduction

Career exploration is the methodical process of learning about yourself and the world of work and relating the two through work activity. Exploration can help you define your goals and state your work values in the language of the world of work. The activities in this unit will help you learn to locate and evaluate information about yourself and the world of work. You can use this information to identify career possibilities and refine your work values. The career possibilities you find in the world of work and your clarified values will add to your understanding of the external and internal dimensions of the career decision-making process.

Concept	Activities	Goal
Learning About Yourself and the World of Work	• A Look at the People in the World of Work • Career Interests • Work Activities • Work Situations • Aptitudes • Subject Areas • Personal Profile Review • Worker Trait Group Exploration and Selection • Orientation to the Career Information System • The Nature of Occupational Information • Career Values • Occupational Preferences	Increase your understanding of the relation of self and work

Concept: Learning About Yourself and the World of Work

The body of knowledge describing work processes, products, and worker characteristics comprises information about the world of work. By exploring this body of knowledge from the worker's perspective, you can clarify your interests and values in relation to work and identify your occupational preferences.

Activity A: A Look at People in the World of Work

This activity is designed to give you a general idea of the work structure in our society by examining how people relate and interact within that structure. It also presents a method by which you can explore the world of work from your own perspective.

1. Before the Industrial Revolution, the work of farmers and craftspeople was fairly independent. Their work roles were clear and firmly established: they knew what they had to do. American farmers, for example, produced most of the goods they needed themselves. The skills needed for this had been developed

since childhood. Craftspeople had the satisfaction of making an object from beginning to end. In our modern industrial society, the organization of work and the division of labor are more complex. One worker can no longer produce all the goods and services he or she needs. However, all the workers together can meet the needs of the whole group. People now work to produce the goods and services necessary for the society, not just for themselves. This division of labor results in work being separated into thousands of jobs, performed by millions of people. People work in a wide variety of settings to produce specialized goods or services. These work settings or companies constitute the **occupational establishments*** through which the following basic functions of society can be met.

- Production of material goods and provision of services.
- Transmission of knowledge and skills.
- Management and maintenance of the social structure.

A shoe factory, for example, is an occupational establishment through which specific goods are produced and replenished. A school transmits knowledge and skill, while Congress serves to manage and maintain the social structure. Each occupational establishment depends upon others. A department store depends upon shoe and clothing factories, for example, to produce the goods it sells, and upon advertising agencies to help sell these goods. As a result of this division of labor, workers often work on such small aspects of the total that they do not feel that they have made or accomplished anything tangible. In the preindustrial world of work, a worker often made an entire product. The shoe cobbler, for example, frequently custom-made the whole shoe and had the satisfaction of dealing directly with the customer. Today, the shoe-factory worker who cuts leather soles will probably not see the finished product or the person who buys the shoes. How, then, does a person find satisfaction in today's occupational establishments?

Success and satisfaction can be achieved through integration of self and the requirements of an occupational establishment.

2. From the worker's point of view, his or her function within the occupational establishment has two aspects: **success** and **satisfaction.** Success indicates the degree to which his or her work meets the standards of the occupational establishment. Satisfaction indicates the degree to which the worker's values and goals are met by the occupational establishment. The interaction between the worker and the establishment involves continual adaptation and change by both. Alterations in the economy, ecology, and technology affect occupational establishments and the people working within them. Thus, workers can expect changes within the establishments which may affect their working lives, such as promotion, transfer, or demotion. In the course of their career, most people can expect to have several

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*From "A Conceptual Model of the World of Work," W. Van Roey and L. Bailey, Career Development for Children Project, Department of Occupational Education, Southern Illinois University, Carbondale, Ill., 1972, 31 pp. (In cooperation with the Research Development Unit, Division of Vocational and Technical Education, Board of Vocational Education and Rehabilitation, State of Illinois.)

different jobs and to work in different occupational establishments. People change jobs and occupational establishments for several reasons:

- The worker may develop competence beyond that required by the job and may seek greater responsibility or income.
- The worker may not be able to meet the demands of the establishment.
- Rapid economic expansion may open new opportunities for advancement.
- An economic slowdown may reduce the establishment's need for the worker.
- The worker may seek a change of environment and a more positive social climate.
- The establishment may not meet the values of the worker.

The books included in the following bibliography have in common the theme of job satisfaction. They provide examples, insights, case studies, and more information on how people relate and interact with occupational establishments.

- Culbert, Samuel A. *The Organization Trap and How to Get Out of It.* New York: Basic Books, Inc., Publishers, 1974.

- D'Aprix, Roger. *Struggle for Identity.* Homewood, Ill.: Dow Jones - Irwin, 1972.

- Glaser, Edward M. *Productivity Gains Through Worklife Improvements.* New York: Harcourt Brace Jovanovich, 1976.

- Irish, Richard K. *If Things Don't Improve Soon, I May Ask You to Fire Me.* Garden City, N.Y.: Anchor Press, Doubleday & Co., Inc., 1975.

- James, Muriel. *The OK Boss.* Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1975.

- Levinson, Harry. *The Great Jackass Fallacy.* Cambridge, Mass: Harvard University Press, 1973.

- Marrow, Alfred. *The Failure of Success.* New York: American Management Associations, 1972.

- Porter, Kenneth V. *Case Studies in Human Relations.* London: Papermac, Macmillan & Co., 1971.

- Schrank, Robert. *Ten Thousand Working Days.* Cambridge, Mass.: The M.I.T. Press, 1978.

- Stewart, Phyllis L. and Cantor, Muriel G. *Varieties of Work Experience.* New York: Halsted Press, 1974.

Consider the following questions. (You may want to write down any ideas you have in response to these questions.)

a. Can you be successful without being satisfied? Can you be satisfied without being successful? Why? Think of examples.
b. Why do people's values affect their satisfaction in an occupational establishment?
c. Whose responsibility is it to see that you find your work satisfying and that you are successful?
d. You are presently interacting with at least one occupational establishment: the college you are attending. Do you feel successful, satisfied, neither or both? Why?
e. What are some of the changes you have experienced in your interaction with the college? Describe changes both within you and within the college.
f. Did these changes increase your success, satisfaction, or both? Why or why not?
g. As a student (worker), what do you expect from the university and your studies (work)?
h. What does the university (employer) expect from you as a student (worker)?
i. To what extent, in the university as an occupational establishment, are you your own employer?

3. To find satisfying work, you need to explore the world of work using occupational information organized from the individual's or the worker's perspective. Such information can help you identify work activity that meets your interests, abilities, values, and goals. This workbook uses your institution's Career Information System (CIS) based on the Work Group Arrangement of the *Guide for Occupational Exploration (GOE) (1979)*, published by the U.S. Department of Labor. The Work Group Arrangement classifies occupations by personal or worker characteristics. It is similar to the *Worker Trait Group Guide* (WTG Guide)*, which contains descriptions of the 66 Worker Trait

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*Developed by Appalachia Educational Laboratory, Inc., and published by McKnight Publishing Company.

Groups of occupations. Each description includes a Qualifications Profile, which lists the worker characteristics related to the group of occupations.

a. Obtain a copy of the *Worker Trait Group Guide* from your institution's Career Information Center or Student Counseling Center. Information on how to use the *Worker Trait Group Guide* is found on pages x-xvi of the *Guide.*
b. Turn to the section entitled "How to Use the Guide" on pages x-xvi of the *Guide.* The Qualifications Profile for each Worker Trait Group will be the basis for your exploration of the world of work in this unit.
c. Read through the examples, which illustrate the organization and content of a Worker Trait Group.
d. Examine the worker characteristics listed in the Qualifications Profile.

The activities in this unit are designed to help you assess yourself in relation to these worker characteristics. This method allows you to explore and express your interests, preferences, and aptitudes using the language of the world of work. To do this, you will use the following materials:

IMPORTANT TO ME:
GYMNASTICS
HORSES
SC
LANGUAGE OF THE WORLD OF WORK

- Worker Trait Group Charts #1, 2, and 3
- Personal Profile form

These are the large, folded sheets found inside the back cover of your workbook. You will be using these forms to gather information throughout this unit. These forms will help you manage and evaluate information in the exploration process. They will also help you build a Personal Profile that reflects your values and that parallels the Qualifications Profile categories of the Worker Trait Groups. You will be able to use your Personal Profile to identify occupational preferences and goals and to plan your career. Relating knowledge about yourself to the world of work through your Personal Profile can help you make satisfying career decisions.

Activity B: Career Interests

This activity is designed to help you identify and describe your interests using the language of the world of work. As a result you will be able to relate your interests to groups of occupations.

1. An **Interest** is a positive feeling and liking for a person, activity, place, or thing. People usually develop their interests as they are exposed to different types of ideas and activities. The knowledge you gain and the experiences you have help shape your interests. Also, as your knowledge and experiences increase, you may find new interests. Interests that become important to you become **values.** If you choose work related to your values, you are more likely to be satisfied. You can learn to recognize your interests by examining the specific activities you do, have done, and would like to do.

   Think about the specific activities you have done and liked in the past. What experiences have you had? What are your present activities? Which do you enjoy? There may be activities you need to do in order to do something else that interests you. What activities have you read about or observed that you would like to try? Try to think of activities related to each of the career components: occupations, education, civic and community, and home and family. The following example may help you think about your own specific activities.

EXAMPLE

Occupations Part-time work in the college library. Plan to work as camp counselor this summer.

Education. Enjoy courses in English and sociology this semester. Plan to take another course in psychology as an elective. Help other students review for exams.

Civic and Community. Organize the children's workshop for the Community Players. Participate in the March of Dimes fund drive.

Home and Family. Take younger brothers and sisters on outings (zoo, park, museums). Teach them new ideas in arts and crafts.

List all of your activities in the space provided.

Occupations. ______________________________

Education. ______________________________

Civic and Community. ______________________________

Home and Family. ______________________________

2. The specific activities you listed in Step 1 relate to you as an individual, but in a general way. You can use these activities to define your interests using the language of the world of work. The Worker Trait Groups have been organized into 12 Career Areas. These 12 broad areas are based upon the interests of workers. The following statements represent the 12 broad areas of interest in work. In the space provided under each statement, list all the activities you actually do, have done, or want to do that are related to the statement. Refer to the activities you listed in Step 1. You may find that you can list more activities under some statements than under others. Try to list some activities for each statement. Then, concentrate on the interest areas that represent your main areas of interest. Do not limit yourself to your initial list of activities. If you can think of new activities you would like to try, list them under the related statement. Use the following example as a guide.

EXAMPLE

Career Area 01: ARTISTIC — Interest in creative expression of feelings or ideas.

- Conducted children's workshop for the Community Players. Directed the children's acting at rehearsals and enjoy thinking of ideas for the stage props.
- Pottery class; would like to be summer camp counselor in charge of arts and crafts.
- Help brothers and sisters make papier-mâché puppets.
- English course; writing essays.

Career Area 01: ARTISTIC — Interest in creative expression of feelings or ideas.

Career Area 02: SCIENTIFIC — Interest in research and collecting data about the natural world and applying this data to problems in medical, life, or physical sciences.

Career Area 03: NATURE — Interest in activities involving the physical care of plants and animals, usually in an outdoor setting.

Career Area 04: AUTHORITY — Interest in using authority to protect people and property.

Career Area 05: MECHANICAL — Interest in applying mechanical principles to practical situations, using machines, hand tools, or techniques.

Career Area 06: INDUSTRIAL — Interest in repetitive, concrete, organized activities in a factory setting.

Career Area 07: BUSINESS DETAIL — Interest in activities requiring accuracy and attention to details, primarily in an office setting.

Career Area 08: PERSUASIVE — Interest in influencing others through sales and promotional techniques.

Career Area 09: ACCOMMODATING — Interest in catering to and serving the desires of others, usually on a one-to-one basis.

Career Area 10: HUMANITARIAN — Interest in helping individuals with their mental, spiritual, social, physical, or vocational concerns.

Career Area 11: SOCIAL-BUSINESS — Interest in leading and influencing others through activities involving verbal or numerical abilities.

Career Area 12: PHYSICAL PERFORMING — Interest in physical activities performed before an audience.

3. Review the list of activities you wrote in Step 2. Select the two Career Areas in which you are most interested.
   a. Was the selection easy or difficult?
   b. Do you like activities in more than two areas?
   c. Why are the areas you selected the most important to you?

Examine in depth all the activities in one of the two areas you selected. Do these activities form some type of pattern? Can you group some of these activities together to show the patterns you have found in the area? Can you add more activities? In the space provided, record the patterns or groups of the activities that you have identified. Then, write a statement that summarizes your interest in the group of activities. Next, list occupations you think would relate to your interest in the group of activities. Next, list occupations you think would relate to your interest statement and include activities similar to those you listed in the group. Use the following example as a guide.

EXAMPLE

First Career Area Selected: ARTISTIC

Groups of activities (1) Theater stage props, pottery class, arts and crafts, papier-mâché puppets.

(2) Children's theater, summer camp counselor, helping brothers and sisters.

Interest statements (1) I like to express my creative talent by making things.

(2) I like to work with children.

Related occupations Art Director, Set Designer, Art Teacher, Stage Director, Drama Teacher, Decorator

First Career Area Selected: ____________________

Groups of activities (1) ____________________

(2) ____________________

(3) ____________________

Interest statements (1) ____________________

(2) ____________________

(3) ____________________

Related occupations ____________________

Second Career Area Selected:

Groups of activities (1)

(2)

(3)

Interest statements (1)

(2)

(3)

Related occupations

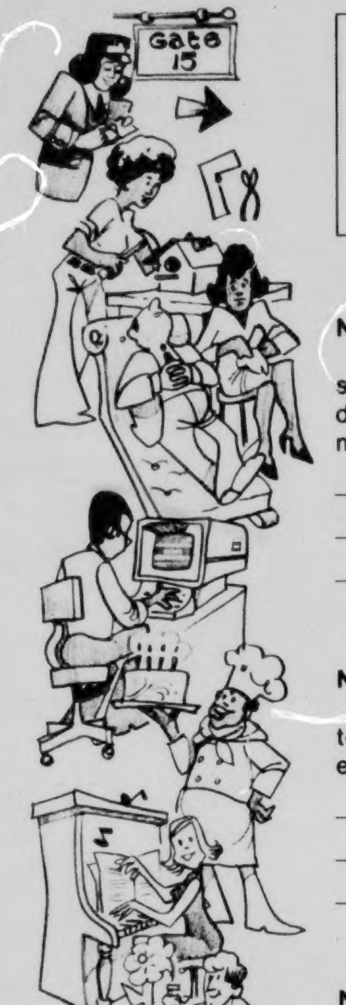
4. Use Worker Trait Group Chart #1, found in the cover pocket of your workbook. In Column 1 of the chart, "Career Interests," put an "X" beside the Career Areas and Worker Trait Groups you want to explore. To help you in your selection, use the areas, interest statements, and related occupations you identified in Step 3. Then, in the *Worker Trait Group Guide,* you can read the introductory paragraph of each Worker Trait Group that seems related to your interests. Use the number of the Worker Trait Group in the Chart to find its location in the *Guide.*

   You can develop the interests you identified by undertaking new activities related to them. In addition, these new experiences may help you identify interests of which you are presently unaware.

Activity C: Work Activities

Everyone has preferences for certain types of activities. The same type of activity can be found in a variety of settings, including leisure, nonpaid work, and job tasks. The tasks that workers do in their jobs involve many different kinds of activities. However, these activities can be classified into 10 basic types of work activities. Workers in occupations belonging to the same Worker Trait Group perform similar types of work activities. In this activity, you can identify your preferences for certain types of work activities. By including your work activity preferences in your Personal Profile, you can identify groups of occupations whose significant tasks fall into your preferred types of activities. If you enter an occupation involving activities you enjoy, you are more likely to be satisfied with your work.

1. Read the following descriptions of the 10 types of work activities. These 10 types of work activities can be used to describe not only the workers' tasks, but all other activities as well, such as leisure, hobbies, and nonpaid work. Thus, you can assess your likes and dislikes for each type of work activity on the basis of your own experiences, observations, and feelings. In the space provided under each description, write down the related experiences you have had with each type of activity. Use the following example as a guide.



EXAMPLE

No. 1. Activities Dealing with Things and Objects.

Experiences: sterilizing test tubes, changing a tire, typing, building a model sailing ship.

No. 1. Activities Dealing with Things and Objects.

Workers do physical work with materials and products. They often use instruments, tools, machines, or vehicles. They may lift, pull, and push. They may do more complex tasks such as adjusting and controlling things. Also, workers may use knowledge and reasoning skills to make judgments and decisions.

No. 2. Activities Involving Business Contact.

Workers deal with others in various situations. They set up business contacts to sell, buy, talk, listen, promote, and bargain. To follow through, workers gather, exchange, or present ideas and facts about the products or services.

No. 3. Activities of a Routine, Definite, Organized Nature.

Workers usually repeat the same task many times. These tasks can often be done in a short time. Workers are usually organized to get the most work done in the least time. In general, assignments and methods are set up in advance. The worker seldom makes decisions about the work.

No. 4. Activities Involving Direct Personal Contact to Help or Instruct Others.

Workers help to maintain or improve the physical, mental, emotional, or spiritual well-being of others. Workers need to speak and listen well. They may communicate simple ideas. They may also deal with complex principles of human growth in order to teach, train, or help others. Some workers may care for or train animals.

No. 5. Activities Resulting in Recognition or Appreciation from Others.
Workers may lead, plan, control, or manage the work of others. Some workers may be involved in acting, sports, art or music. As a result, they gain prestige, recognition, or appreciation from others. In most cases, workers are involved at a high level with data and people.

No. 6. Activities Involving the Communication of Ideas and Information.
Workers present ideas and information to others through writing, acting, music, or designing. They may inform others through radio or television. Workers may also be in direct contact with the people they inform.

No. 7. Activities of a Scientific and Technical Nature.
Workers may conduct research and analysis, and evaluate, explain, and record scientific information. They may use scientific or technical methods, instruments, and equipment in their work.

No. 8. Activities Involving Creative Thinking.
Workers use complex mental skills to create new knowledge or new ways to apply what is already known. They may also solve problems or design projects and methods. Workers may use new ways to express ideas, feelings, and moods. They may also use imagination to create ideas and objects.

No. 9. Activities Involving Processes, Methods, or Machines.
Workers may plan, schedule, process, control, direct, and evaluate data and things. There may be contact with people, but dealing with people is not important to the work.

No. 10. Activities Involving Working on or Producing Things.
Workers use physical skills to work on or make products. Often, tools, machines, or measuring devices are used to make or change a product. Workers may build, repair, alter, or restore products.

Gate 15
POPCORN

2. Use the following scale and checklist to rate your preferences for each work activity. Circle the rating describing your feelings about working in an occupation that would involve you in that activity.

+ 2 Would like the activity very much
+ 1 Would like the activity
0 Would neither like nor dislike the activity
− 1 Would dislike the activity
− 2 Would dislike the activity very much

No.	**Type of Activity**	**Circle the rating describing your feelings about each activity.**				
1	Activities dealing with things and objects.	+ 2	+ 1	0	− 1	− 2
2	Activities involving business contact.	+ 2	+ 1	0	− 1	− 2
3	Activities of a routine, definite, organized nature.	+ 2	+ 1	0	− 1	− 2
4	Activities involving direct personal contact to help or instruct others.	+ 2	+ 1	0	− 1	− 2
5	Activities resulting in recognition or appreciation from others.	+ 2	+ 1	0	− 1	− 2
6	Activities involving the communication of ideas and information.	+ 2	+ 1	0	− 1	− 2
7	Activities of a scientific and technical nature.	+ 2	+ 1	0	− 1	− 2
8	Activities involving creative thinking.	+ 2	+ 1	0	− 1	− 2
9	Activities involving processes, methods, or machines.	+ 2	+ 1	0	− 1	− 2
10	Activities involving working on or producing things.	+ 2	+ 1	0	− 1	− 2

3. List the 10 types of work activities in order of your preference. Place the activity type numbers in the following boxes. Use the rating you gave to each activity in Step 2 to help determine the order. For example, if you rated any activities + 2, they should be listed ahead of any rated + 1.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
First Choice	2nd	3rd	4th	5th	6th	7th	8th	9th	Last Choice

4. Use your work activity preferences to identify Worker Trait Groups for further exploration. To do this, use Worker Trait Group Chart #1. Look at Column 2, "Work Activities." Notice the numbers in the column across from each Worker Trait Group. These numbers are those assigned to the work activities. You used these numbers when you listed the activities in the order of your preference in Step 3 of this activity. Note the numbers of the work activities you rated as first, second, and third choices. Go down Column 2 of Worker Trait Group Chart #1 and circle these numbers each time they appear in the column.

   You may dislike some of the work activities. Note the number of the work activity you rated as your last choice. If you would not want to do the activity as part of a job, cross out its number each time it appears in Column 2. You may cross out any other numbers assigned to work activities you would not want to do.

   Column 2 now shows your likes and dislikes for the work activities related to each Worker Trait Group. Compare the information you have recorded in Column 1 of the chart, "Career Interests," with the circled activities in Column 2. What similarities do you find between your interests and your preferred work activities? Does Column 2 reveal any new Worker Trait Groups that interest you but were not checked in Column 1?

5. Use the Personal Profile form in the cover pocket of your workbook. In the Positive column, list the titles and numbers of the work activities you prefer and want to include in your career. In the Negative column, list the titles and numbers of the work activities you dislike and want to avoid.

   How do your work activity preferences help you further define your Personal Profile in relation to work?

Activity D: Work Situations

Every job involves situations to which the worker must adapt to assure satisfactory performance. Thus, awareness of one's ability and willingness to adapt to particular situations is critical to career satisfaction. The work situations to which workers must adapt can be classified into 10 basic types. Workers in occupations belonging to the same Worker Trait Group must be able and willing to adapt to similar work situations. In this activity, you can identify your preferences for certain types of situations. By including your work situation preferences in your Personal Profile, you can identify groups of occupations that have significant work situations to which you are willing and able to adjust. You are more likely to find satisfying work if you know the types of situations to which you can most easily adapt.

1. Read the following descriptions of the 10 types of work situations. These 10 types of situations may be used to describe not only the demands of work settings, but also the demands of leisure, college, and nonpaid work settings. Thus, you can assess your preferences for each type of work situation on the basis of your own experiences in settings other than work. In the space provided under each description, write down the experiences you have had with each type of situation. Use the following example as a guide.

Jeremiah
cherry placing Dept
JUDGE
LEADERSHIP
VOTE
VOTE

EXAMPLE

No. 1. Performing Duties That Change Frequently.

Experiences: reporting for college newspaper, volunteer work at hospital.

No. 1. Performing Duties That Change Frequently.

Workers perform a variety of duties, often changing from one task to another. The variety of duties requires workers to use different skills, knowledge, and abilities. They may need to use different methods or materials. They may also have to change work locations. In changing tasks, workers must be efficient and remain calm.

No. 2. Performing Routine Tasks.

Workers do the same tasks over and over. They may not change the tasks or the order in which they do them. Work assignments are of short duration and follow a required method or sequence. Very little judgment is required.

No. 3. Planning and Directing an Entire Activity.

Workers plan, direct, or control an entire activity, project, or program. As leaders, they coordinate, supervise, and are responsible for the work of others. They make decisions and keep up-to-date on new information about their work.

No. 4. Dealing with People.

Workers deal directly with other people. They must interact with people at a higher level than giving or taking instructions. Workers must be pleasant and helpful in their contacts with people.

No. 5. Influencing People's Opinions, Attitudes, and Judgments.

Workers influence people by changing their thinking and behavior. Workers must be able to understand people and communicate with them. They influence how people feel about a product, a service, or other people. This influence is achieved by providing new information or ideas in a direct or indirect way.

No. 6. Working Under Pressure.

Workers deal with situations involving potential danger and risk. Workers must maintain self-control and take decisive action in unexpected or critical situations. They may also be involved in tasks in which speed and close attention to detail create pressure.

Jeremiah
Cherry placing Dept
JUDGE
LEADERSHIP
VOTE
VOTE

No. 7. Making Decisions Using Personal Judgment.

Workers use personal judgment and the five physical senses to make decisions. No standard or right answers exist upon which to base the decisions. Decisions are based upon the training, experience, or aesthetic values of the workers.

No. 8. Making Decisions Using Standards That Can Be Measured or Checked.

Workers make decisions based upon information or standards that can be measured or checked. Facts and set procedures are used rather than personal judgment.

No. 9. Interpreting and Expressing Feelings, Ideas, or Facts.

Workers use creative thinking to interpret and express feelings, ideas, or facts. Some workers focus on the process they use to communicate, such as speaking, singing, or acting. Others communicate through products, such as photographs, designs, songs, or paintings.

No. 10. Working Within Precise Limits or Standards of Accuracy.

Workers must pay strict attention to details. Tasks must be completed with accuracy within exact standards or time limits. The quality of the product or service is directly related to the performance of the workers.

2. Use the following scale and checklist to rate your preferences for each work situation. Circle the rating that describes your feelings about working in an occupation that would involve you in that situation.

+2 Could adapt readily. Could be satisfied with such work
+1 Could adapt to the situation
0 Am not sure or have no strong feelings about the situation
−1 Would be difficult to adapt to the situation
−2 A difficult situation I would like to avoid

No.	Type of Situation	Circle the rating describing your feelings about each situation.				
1	Performing duties that change frequently.	+2	+1	0	−1	−2
2	Performing routine tasks.	+2	+1	0	−1	−2
3	Planning and directing an entire activity.	+2	+1	0	−1	−2
4	Dealing with people.	+2	+1	0	−1	−2
5	Influencing people's opinions, attitudes, and judgments.	+2	+1	0	−1	−2
6	Working under pressure.	+2	+1	0	−1	−2
7	Making decisions using personal judgment.	+2	+1	0	−1	−2
8	Making decisions using standards that can be measured or checked.	+2	+1	0	−1	−2
9	Interpreting and expressing feelings, ideas, or facts.	+2	+1	0	−1	−2
10	Working within precise limits or standards of accuracy.	+2	+1	0	−1	−2

3. List, in order of your preference, the 10 types of work situations. Place the situation type numbers in the following boxes. Use the rating you gave to each situation in Step 2 to help determine the order. For example, if you rated any activities +2, these should be listed ahead of any rated +1.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
First Choice	2nd	3rd	4th	5th	6th	7th	8th	9th	Last Choice

4. You can use your work situation preferences to identify Worker Trait Groups for further exploration. To do this, use Worker Trait Group Chart #1. Look at Column 3, "Work Situations." Notice the numbers in the column across from each Worker Trait Group. These numbers are those assigned to the work situations. You used these numbers when you listed the situations in order of your preferences in Step 3. Note the number of the work situations you rated as your first, second, and third choices. Go down Column 3 of Worker Trait Group Chart #1 and circle these numbers each time they appear in the column.

   There may be some types of situations you want to avoid. Write down the number of the work situation you rated as your last choice. If you do not want a job involving this situation, cross out its number each time it appears in Column 3. Then, eliminate any other situations you want to avoid. Do this by crossing out the numbers of these situations.

   Column 3 now shows your likes and dislikes for the work situations related to each Worker Trait Group. Compare your work situation preferences to the interests and work activity preferences you recorded in Columns 1 and 2 of the chart. What similarities do you find among your career, work activity, and work situation preferences? Are any work situations you dislike associated with Worker Trait Groups previously identified in Columns 1 or 2? Does Column 3 reveal any new Worker Trait Groups that interest you but were not checked in Columns 1 or 2?

5. Use your Personal Profile form. In the Positive column, list the titles and numbers of the work situations you prefer and want to include in your career. In the Negative column, list the titles and numbers of the work situations you want to avoid.

   How do your work situation preferences help you further define your Personal Profile in relation to work?

Activity E: Aptitudes

In the previous activities, you have been building your Personal Profile on the basis of your interests and values. However, interests and values are not sufficient for identifying satisfactory occupational alternatives. You need to be able to perform or learn to perform the job tasks involved in the Worker Trait Groups you identify for further exploration. This activity helps you estimate your aptitudes for learning new tasks on the basis of your past achievements and present abilities. Knowing as much as possible about your aptitudes can help you further define your Personal Profile in relation to work.

1. **Aptitude** is the ease or quickness with which a person can learn new tasks. There are many kinds of aptitudes, some of which relate to knowledge, some to skills, and some to perception. Although some people may have limitations on their ability to learn to develop skills of certain types, everyone has each type of aptitude to some degree. People differ from one another in the types and levels of aptitudes they possess.

WHY ISN'T THIS LIKE MY DRAWING?
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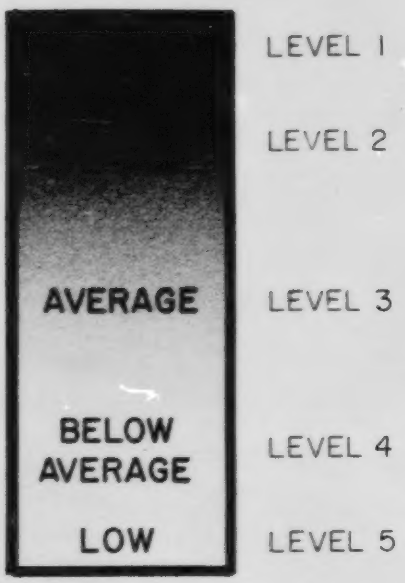
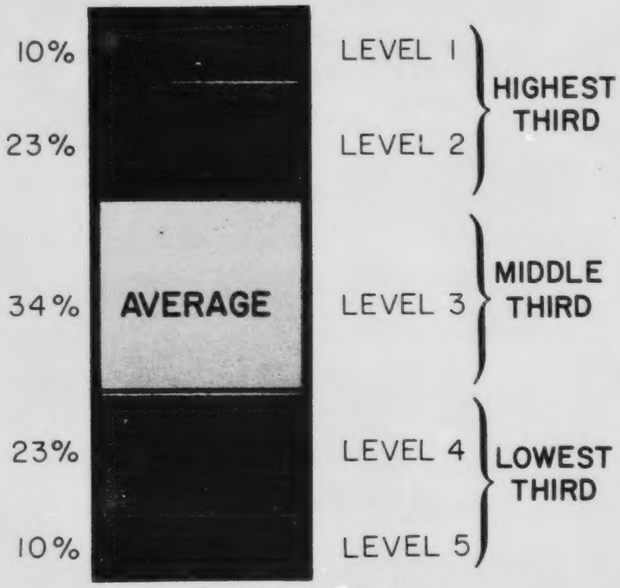
The U.S. Department of Labor job analysts have defined 11 different aptitudes. These aptitudes have been related to the Worker Trait Groups. The aptitudes and the levels of aptitudes significant to satisfactory job performance in each Worker Trait Group have also been identified. Five different levels are used to express the degree of aptitude a person has in a particular area.

Each level represents the proportion of the **total working population** that possesses the aptitude at that level. For example, approximately 33 percent of the total working population has a middle level of aptitude for color discrimination, for form perception, and so on. When you estimate the level of your aptitudes in Step 2, use these levels but **compare yourself with the total working population rather than the college population.**



APTITUDE LEVELS



POPULATION PERCENTAGES

Level 1— The top 10 percent of the population: a **very high** degree of aptitude.

Level 2— The highest third of the population, excluding the highest 10 percent: a **high** degree of aptitude.

Level 3— The middle third of the population: an **average** degree of aptitude.

Level 4— The lowest third of the population, excluding the lowest 10 percent: a below average or **low** degree of aptitude.

Level 5— The lowest 10 percent of the population: a **very low** degree of aptitude.

2. Read the following information, which describes each of the 11 aptitudes. Use the clues, your past achievements, and your present abilities to guide and help you make your estimates. Keep in mind that, at each level, every clue may not relate to you. Identify the level that best describes your achievement and ability. Record your estimate on the Aptitude Self-Estimate Record on page 120 of the workbook. Consider, estimate, and record each aptitude carefully, one at a time. Remember to compare yourself with adults in estimating your level for each aptitude.

APTITUDE G: GENERAL

Definition

Understanding instructions, facts, and underlying reasonings. Being able to reason and make judgments.

General Aptitude is closely related to the ability to do well scholastically. This aptitude is related to more Worker Trait Groups than any other.

Clues

Clues are related to each level of Aptitude G, General.

Level 5. "I rate myself in the lowest ten percent of the adult population."

- I need someone to explain the instructions to me when I assemble or make something.
- I usually receive special help in school and still find it difficult.

Level 4. "I rate myself in the bottom third but not as low as the bottom ten percent of the adult population."

- My grades in general subjects such as English, math, social studies, and science are mostly D's.
- I can follow instructions if they are given clearly.

Level 3. "I rate myself about average or in the middle third of the adult population."

- My grades in general studies such as English, math, social studies, and science are mostly C's.
- I can do things that require problem solving, such as the following activities:
  (a) Filing materials according to the alphabet or some other method.
  (b) Taking care of a person who is ill or is recovering from an accident or operation.
  (c) Assembling a bicycle or other equipment that has been purchased unassembled.
  (d) Knitting, crocheting, sewing, or similar activities.
  (e) Selling tickets or merchandise and keeping the necessary records.

Level 2. "I rate myself in the top third but not the top ten percent of the adult population."

- My grades in general subjects such as English, math, social studies, and science are mostly B's.
- I have built complex working models that require blueprints or detailed diagrams.
- I have received an "Excellent" rating in a science fair.
- I regularly do voluntary reading of books and magazines.
- I have no difficulty in using the card file to locate materials in the college or community library.

Level 1. "I rate myself in the top ten percent of the adult population."

- My grades in general subjects such as English, math, social studies, and science are mostly A's.
- I can solve difficult problems in math or science.
- I have received a "Superior" rating in a science fair.
- I have won awards or recognition in writing or speaking contests.
- I have tutored other students in their work.

NOTE: If you are able to understand and work this exercise, you should rate yourself above Level 5.

APTITUDE V: VERBAL

Definition

Understanding the meanings of words and ideas. Using them to present information or ideas clearly.

Verbal Aptitude includes understanding how words relate and the meanings of whole sentences and paragraphs. It also includes communicating information and ideas to others.

Clues

Clues are related to each level of Aptitude V, Verbal.

Level 5. "I rate myself in the lowest ten percent of the adult population."

- I have a lot of difficulty with most courses that require much reading or writing.

Level 4. "I rate myself in the bottom third but not as low as the bottom ten percent of the adult population."

- My grades in English and social studies are mostly D's.
- I have difficulty in writing book reports or themes, or in giving oral reports.
- It is sometimes difficult for me to follow instructions when I assemble models, make jewelry, or sew.
- I can usually follow recipes for cooking or baking.

Level 3. "I rate myself about average or in the middle third of the adult population."

- My grades in English, social studies, and foreign language are mostly C's.
- My grades on book reports, themes, term papers, and oral reports are mostly C's.
- I know spelling, grammar, and punctuation well enough to notice and correct obvious mistakes.
- I am an average word games and word puzzles player.
- I can follow printed instructions for making jewelry, assembling models, or sewing.

Level 2. "I rate myself in the top third but not the top ten percent of the adult population."

- My grades in English, social studies, and foreign language are mostly B's.
- My grades on book reports, themes, term papers, and oral reports are mostly B's.
- I seldom make grammatical errors in written work and notice them when others make them in writing or speaking.
- I have no difficulty understanding the English and social studies textbooks I read.
- I am a better than average word games and word puzzles player.

Level 1. "I rate myself in the top ten percent of the adult population."

- My grades in such subjects as English, social studies, and foreign language are mostly A's.
- I have won awards or recognition in writing, public speaking, or debating.
- My grades on book reports, themes, term papers, and oral reports are mostly A's.
- I have written articles for the college paper or for other publications.
- I often win at word games such as Scrabble or Password.
- I can solve crossword puzzles, anagrams, and other word problems quickly and correctly.

NOTE: If you are able to understand and work this exercise, you should rate yourself above Level 5.

APTITUDE N: NUMERICAL

Definition

Doing arithmetic operations quickly and correctly.

Numerical Aptitude includes solving arithmetic or verbal problems.

Clues

Clues are related to each level of Aptitude N, Numerical.

Level 5. "I rate myself in the lowest ten percent of the adult population."

- I have a lot of difficulty with most courses that require the use of arithmetic.
- I have difficulty measuring things correctly.
- I have difficulty counting my change when I buy something at the store.

Level 4. "I rate myself in the bottom third but not as low as the bottom ten percent of the adult population."

- My grades in mathematics and science are mostly D's.
- I can measure an object or figure its height, width, and depth.
- I can follow a recipe to measure and mix ingredients to cook or bake.

Level 3. "I rate myself about average or in the middle third of the adult population."

- My grades in mathematics and science are mostly C's.
- I can add, subtract, multiply, and divide numbers with about average speed and accuracy.
- I have a job that requires me to keep correct records of money or materials.
- I have a hobby that requires correct use of mathematics.
- I can adjust the proportions of a recipe to increase or decrease the quantity to be prepared.

Level 2. "I rate myself in the top third but not the top ten percent of the adult population."

- My grades in mathematics and science are mostly B's.
- I can multiply and divide decimals and fractions quickly and correctly.
- I know how to use a slide rule or a pocket calculator with memory features.
- I can use formulas to compute areas, volumes, interest rates, and so on.
- I can usually solve puzzles and verbal problems that require the use of mathematics quickly and correctly.
- I have a hobby that requires accurate use of mathematics.

Level 1. "I rate myself in the top ten percent of the adult population."

- My grades in mathematics and science are mostly A's.
- I can use algebra and other advanced mathematics fo find the answers to questions.
- I can use a slide rule or pocket calculator quickly and correctly to solve difficult problems in mathematics.
- I can very quickly and correctly solve puzzles and verbal problems that require the use of mathematics.

APTITUDE S: SPATIAL

Definition

Looking at flat drawings or pictures of objects. Forming mental images of them in three dimensions — height, width, and depth.

Spatial Aptitude means seeing how an object shown in a flat drawing or in a photograph would actually look in three dimensions. This aptitude is required for such tasks as the following:

- Drawing or reading blueprints.
- Working geometry problems.

Clues

Clues are related to each level of Aptitude S, Spatial.

Level 5. "I rate myself in the lowest ten percent of the adult population."

- I have difficulty in working with drawings and diagrams or with sizes, shapes, and arrangements.
- My eyesight is poor.
- I cannot estimate such things as distance, height, weight, or speed.

Level 4. "I rate myself in the bottom third but not as low as the bottom ten percent of the adult population."

- My grades in art, geometry, sewing, and mechanical drawing are mostly D's.
- I cannot draw, paint, or sculpture very well.
- I can use a needle and thread to sew on such things as buttons, hooks, and patches.
- I enjoy arranging things so that they look nice.
- When I play chess, checkers, billiards, or shuffleboard, I seldom win.
- I seldom work block puzzles or jigsaw puzzles because I find them difficult.
- I can arrange packages in a large container such as a grocery sack or a car trunk to make them fit.

Level 3. "I rate myself about average or in the middle third of the adult population."

- My grades in art, geometry, sewing, and mechanical drawing are mostly C's.
- I am average in drawing, painting, or sculpturing.
- I have no problem dancing on a crowded dance floor.
- I can sew clothes from a pattern.
- I am an average chess, checkers, billiards, or shuffleboard player.
- I can solve block and jigsaw puzzles but lose interest in the hard ones.
- I can usually read drawings or diagrams for assembling models or doing electrical work.

Level 2. "I rate myself in the top third but not the top ten percent of the adult population."

- My grades in art, geometry, sewing, and mechanical drawing are mostly B's.
- I can make my own clothing quite well.
- I am better than average in drawing, painting, or sculpturing.
- I have won recognition or awards for modern or ballet dancing.
- I am a better than average chess, checkers, billiards, or shuffleboard player.
- I am better than average at solving block and jigsaw puzzles.
- I can read and understand electronic circuit diagrams. I can also assemble or repair radios or high-fidelity components.

Level 1. "I rate myself in the top ten percent of the adult population."

- My grades in art, geometry, sewing, and mechanical drawing are mostly A's.
- I have received awards or recognition for drawings, paintings, or sculptures.
- I have won awards or recognition for clothes designing or sewing.
- When I play chess, checkers, billiards, or shuffleboard, I usually win.
- I can quickly solve difficult block puzzles and jigsaw puzzles.
- I have no difficulty in reading complicated wiring diagrams and drawings or blueprints.
- I assemble models from kits, repair radios or high-fidelity components correctly and well.

APTITUDE P: FORM PERCEPTION

Definition

Observing detail in objects or drawings. Noticing differences in shapes or shadings.

Form Perception means noticing detail in pictorial or graphic material and making visual comparisons. It also includes seeing differences in shapes and figures or in the width or length of lines.

Clues

Clues are related to each level of Aptitude P, Form Perception.

Level 5. "I rate myself in the lowest ten percent of the adult population."

- I have difficulty recognizing differences or likenesses in sizes or shapes.
- My eyesight is poor.

Level 4. "I rate myself in the bottom third but not the bottom ten percent of the adult population."

- My grades in art, science, shorthand, and mechanical drawing are mostly D's.
- I seldom work jigsaw puzzles because I find them difficult.
- I have no difficulty in sorting nuts, bolts, screws, and similar items according to size and shape.
- I can iron clothing neatly.
- I can tell when fruits and vegetables are ready for picking.
- I seldom paint or do other artwork because I do not like the way my work looks.
- I can repair and glue furniture parts, picture frames, and wooden objects.

Level 3. "I rate myself about average or in the middle third of the adult population."

- My grades in art, science, shorthand, and mechanical drawing are mostly C's.
- I can use a camera to take attractive photographs.
- I can usually solve jigsaw puzzles.
- I usually notice when pictures, mirrors, or other objects are slightly crooked.
- I can use a sewing machine and follow a pattern.
- I can divide a pie into five equal pieces.
- I can identify cars by make, model, and year.
- I do average or better than average work in the school band, orchestra, or chorus.
- I can identify trees from their shape, leaves, and bark.

Level 2. "I rate myself in the top third but not the top ten percent of the adult population."

- My grades in art, science, shorthand, and mechanical drawing are mostly B's.
- I have won recognition or awards in photography.
- I can develop, print, and enlarge my own photographs.
- I can usually solve difficult jigsaw puzzles.
- I design clothing, furniture, toys, or models well.
- I can paint or do other artwork well.
- I can read fairly difficult music.

Level 1. "I rate myself in the top ten percent of the adult population."

- My grades in art, science, shorthand, and mechanical drawing are mostly A's.
- I can quickly see small differences in the shape or size of similar objects even when most people cannot.
- I can use a microscope to study the important details of biological specimens.
- I can solve difficult jigsaw puzzles very well.
- I have won recognition or awards for original clothing, furniture, or artwork designs.

APTITUDE Q: CLERICAL PERCEPTION

Definition

Observing details and recognizing errors in numbers, spelling, and punctuation in written materials, charts, and tables. Avoiding errors when copying materials.

Clerical Perception means observing differences in printed or written copy, proofreading words and numbers, and avoiding careless numerical errors. It also includes checking — quickly, correctly, and at a glance — whether objects are properly made or tasks correctly done. Examples may include the following tasks:

- Making sure that a sewing machine is properly threaded.
- Inspecting an item for flaws.
- Checking whether assembled parts fit together well.

Clues

Clues are related to each level of Aptitude Q, Clerical Perception.

Level 5. "I rate myself in the lowest ten percent of the adult population."

- Courses that require figuring or close attention to detail are difficult for me.
- I have difficulty finding misspelled words on a page.
- It is difficult for me to look over a column of numbers and find any that are incorrect.

Level 4. "I rate myself in the bottom third but not the bottom ten percent of the adult population."

- I can usually follow recipes for cooking or baking.
- It is difficult for me to follow detailed instructions or keep accurate records.
- I make a lot of careless mistakes in spelling or arithmetic.

Level 3. "I rate myself about average or in the middle third of the adult population."

- My grades in business subjects, English, and mathematics are mostly C's.
- I can file materials according to the alphabet or some other system.
- I can follow written instructions to knit, crochet, weave, sew, cook a meal, or bake cookies.
- I can read diagrams and follow most instructions for assembling a model or a piece of equipment.
- When I play games that require a fast and accurate use of words and numbers, I am an average player.
- If I make mistakes in arithmetic and spelling, I usually notice them when I check my work.

Level 2. "I rate myself in the top third but not the top ten percent of the adult population."

- My grades in business subjects, English, and mathematics are mostly B's.
- I can copy records and reports quickly and correctly by hand or with a typewriter.
- I have done a good job as a club's secretary or treasurer, or as an athletic team's manager.
- I can use the card file to locate materials in the library quickly and correctly.
- As a cashier in a grocery store, I have kept records or handled money well.
- I can read and follow cooking or sewing instructions easily.
- I seldom make errors in spelling, punctuation, or simple arithmetic. I quickly notice these kinds of errors when others make them.

Level 1. "I rate myself in the top ten percent of the adult population."

- My grades in business subjects, English, and mathematics are mostly A's.
- When I play games that require a fast and accurate use of numbers, I am an excellent player.
- I excel in hobbies that require following detailed instructions or diagrams.

APTITUDE K: MOTOR COORDINATION

Definition

Moving the eyes and hands or fingers together to perform a task rapidly and correctly.

Motor Coordination means making the eyes and hands or fingers work together to perform, for example, the following tasks:

- Guiding objects into position.
- Sorting or assembling parts.
- Operating a typewriter or other office machine.
- Performing surgery or dental work in a rapid and accurate manner.
- Making accurate movements rapidly, in response to a signal or an observation.

Clues

Clues are related to each level of Aptitude K, Motor Coordination.

Level 5. "I rate myself in the lowest ten percent of the adult population."

- I cannot perform tasks that require fast and accurate use of my eyes, fingers, and hands.

Level 4. "I rate myself in the bottom third but not as low as the bottom ten percent of the adult population."

- My grades in typing, shorthand, physical education, industrial arts, or home economics are mostly D's.
- My grades on shop projects are mostly D's.
- I can do physical work if it does not require precise movements.
- I am not active in varsity sports or usually do not make the first team.
- I have had part-time jobs such as washing cars, raking leaves, or doing general cleaning, and have performed well.

Level 3. "I rate myself about average or in the middle third of the adult population."

- My grades in typing, shorthand, physical education, industrial arts, or home economics are mostly C's.
- My grades on shop projects are mostly C's.
- I am active in varsity sports and am an average player.
- I have had part-time jobs such as delivering papers, taking care of lawns, or working at a drive-in, and have performed well.

Level 2. "I rate myself in the top third but not the top ten percent of the adult population."

- My grades in typing, shorthand, physical education, industrial arts, or home economics are mostly B's.
- My grades in shop projects are mostly B's.
- I am a good swimmer or ping-pong, golf, basketball, softball, or volleyball player.
- I can paint, sew, assemble models, knit, work fine metal or wood, play a musical instrument, or twirl a baton quite well.
- I have had part-time jobs as a typist, cashier, playground or assembly worker, and have performed well.

Level 1. "I rate myself in the top ten percent of the adult population."

- My grades in typing, shorthand, physical education, industrial arts, or home economics are mostly A's.
- My grades on shop projects are mostly A's.
- I excel in one or more sports such as ping-pong, golf, swimming, basketball, softball, or volleyball.
- I excel in dancing, baton twirling, painting, playing a musical instrument, or target shooting.

APTITUDE F: FINGER DEXTERITY

Definition

Moving the fingers to work with small objects rapidly and correctly.

Finger Dexterity means using the fingers to perform, for example, the following tasks:

- Surgery and dental work.
- Typing and taking shorthand.
- Playing a musical instrument.
- Doing fine work with hand tools.

Clues

Clues are related to each level of Aptitude F, Finger Dexterity.

Level 5. "I rate myself in the lowest ten percent of the adult population."

- I cannot perform tasks that require using the fingers to do small, detailed work quickly and correctly.
- I have difficulty doing fine work with my fingers, such as winding a watch.

Level 4. "I rate myself in the bottom third but not as low as the bottom ten percent of the adult population."

- My grades in typing, shorthand, industrial arts, or home economics are mostly D's.
- I can mend my clothes or adjust hems.
- I can refinish furniture, pick berries, peel fruits, or prepare vegetables for cooking.
- I have difficulty doing very fine work with my fingers, such as fastening a fine gold chain.

Level 3. "I rate myself about average or in the middle third of the adult population."

- My grades in typing, shorthand, industrial arts, or home economics are mostly C's.
- I help make some of my clothes.
- I can build models, crochet, carve wood, assemble or repair electronic equipment fairly well.
- I can repair broken extension cords, leaky faucets, or broken toys.

Level 2. "I rate myself in the top third but not the top ten percent of the adult population."

- My grades in typing, shorthand, industrial arts, or home economics are mostly B's.
- I play in the school band or orchestra.
- I make many of my own clothes.
- I can build models, crochet, carve wood, assemble or repair electronic equipment, or sculpture quite well.

Level 1. "I rate myself in the top ten percent of the adult population."

- My grades in typing, shorthand, industrial arts, or home economics are mostly A's.
- I have received awards or recognition as an instrumental musician.
- I can build models, sew, carve wood, assemble or repair electronic equipment, or sculpture expertly.

APTITUDE M: MANUAL DEXTERITY

Definition

Moving the hands with ease and skill. Working with the hands in placing and turning motions.

Manual Dexterity means using the hands to perform, for example, the following tasks:

- Directing a band or orchestra.
- Building displays or exhibits.
- Building models.
- Working as a juggler or acrobat.
- Making furniture.
- Operating office equipment.
- Grooming pets.

Clues

Clues are related to each level of Aptitude M, Manual Dexterity.

Level 5. "I rate myself in the lowest ten percent of the adult population."

- I cannot perform tasks that require me to use one or both of my hands quickly and correctly.

Level 4. "I rate myself in the bottom third but not as low as the bottom ten percent of the adult population."

- My grades in physical education, home economics, industrial arts, or instrumental music are mostly D's.
- I can use a hammer or pliers to make simple repairs. I can also use a paintbrush or roller to paint a room.
- I can wash windows and polish furniture well.
- I am not a very good volleyball, basketball, tennis, or baseball player.

Level 3. "I rate myself about average or in the middle third of the adult population."

- My grades in physical education, home economics, industrial arts, or instrumental music are mostly B's and C's.
- I do odd jobs around the house, such as repairing extension cords or decorating and arranging my own room.
- I can trim shrubbery, plant a garden, or use a power mower quite well.
- I can play volleyball, basketball, tennis, or baseball well enough to enjoy it.

Level 2. "I rate myself in the top third but not the top ten percent of the adult population."

- My grades in physical education, home economics, industrial arts, or instrumental music are mostly A's and B's.
- I make many of my own clothes.
- I play an instrument in the school band or orchestra.
- I do magic tricks or puppetry well enough to entertain an audience.
- I perform well in activities such as juggling, judo, or gymnastics.
- I can use hand tools such as saws, screwdrivers, or paintbrushes quite well.
- I am a good volleyball, basketball, or tennis player.

Level 1. "I rate myself in the top ten percent of the adult population."

- My grades in physical education, home economics, industrial arts, or instrumental music are mostly A's.
- I can play one or more musical instruments very well.
- I have won recognition or awards in painting, carving, sculpturing, or industrial arts.
- I excel in sports such as volleyball, basketball, or tennis.

APTITUDE E: EYE-HAND-FOOT COORDINATION

Definition

Moving the hands and feet together in response to visual signals or observations.

Eye-Hand-Foot Coordination means moving the hands and feet together in response to a visual signal indicating the need to react. It includes such tasks as the following:

- Piloting a plane.
- Driving a car or tractor.
- Operating a duplicating machine.

Clues

Clues are related to each level of Aptitude E, Eye-Hand-Foot Coordination.

Level 5. "I rate myself in the lowest ten percent of the adult population."

- I have difficulty in sports that require running, jumping, or throwing and hitting a ball quickly or correctly.

Level 4. "I rate myself in the bottom third but not as low as the bottom ten percent of the adult population."

- My grades in physical education are mostly D's.
- It would be very hard for me to play an instrument and do marching formations at the same time.
- I am not active in basketball, volleyball, tennis, or similar sports because I am not very good in them.
- I can mow the lawn, take care of the garden, bathe the dog, or do general housework.

Level 3. "I rate myself about average or in the middle third of the adult population."

- My grades in physical education are mostly B's and C's.
- I am in the marching band.
- I can ride a bicycle or operate a riding mower easily.
- I can drive a car that has a stick shift.

Level 2. "I rate myself in the top third but not the top ten percent of the adult population."

- My grades in physical education are mostly A's and B's.
- I can twirl a baton, ice skate, ride a bicycle, or perform gymnastics quite well.
- I am a good tennis, volleyball, or basketball player.
- I have had dancing lessons and performed well in dance recitals.

Level 1. "I rate myself in the top ten percent of the adult population."

- My grades in physical education are mostly A's.
- I have performed as a solo ballet dancer. I have also had advanced training in other forms of dance.
- I have won awards or recognition as a gymnast.
- I can play difficult music on the organ.
- I have won awards or special recognition for baton twirling.
- I am an excellent tennis, volleyball, or basketball player.

APTITUDE C: COLOR DISCRIMINATION

Definition

Seeing likenesses or differences in colors or shades. Identifying or matching certain colors. Selecting colors that go well together.

Color Discrimination means recognizing harmonious, contrasting, or identical colors and shades in order to perform, for example, the following tasks:

- Appropriately matching and coordinating colors in decorating or artwork.
- Analyzing chemicals, metals, or animal tissues.
- Mixing paints.

Clues

Clues are related to each level of Aptitude C, Color Discrimination.

Level 5. "I rate myself in the lowest ten percent of the adult population."

- I cannot select colors that people say go well together.
- I prefer to buy clothes with someone's help to make sure that the colors go well together.
- I am color blind.

Level 4. "I rate myself in the bottom third but not as low as the bottom ten percent of the adult population."

- My grades in art are mostly C's and D's.
- I have never taken art as an elective course.
- When I plan my wardrobe, I usually need someone's help to make sure that colors go well together.
- I can see the difference between red and green traffic lights. However, it is difficult for me to see differences in colors that are not so bright and clear.

Level 3. "I rate myself about average or in the middle third of the adult population."

- My grades in art are mostly B's and C's.
- I take quite good pictures with my camera. I can recognize colors that are not sharp or clear.
- I plan my clothes so colors go well together.
- I have helped design scenery for a play.

Level 2. "I rate myself in the top third but not the top ten percent of the adult population."

- My grades in art are mostly A's and B's.
- I have designed some of my clothes.
- I am often asked to make posters for college activities or other events.
- I have selected the colors and the fabrics to decorate my own room or other rooms in the house.
- I can almost always recognize fine differences in color tones or shades.

Level 1. "I rate myself in the top ten percent of the adult population."

- My grades in art are mostly A's.
- I have won awards or recognition for painting or have sold some of my artwork.
- I design many of my own clothes.
- I can easily tell differences between very similar tints and shades of color.

3. Turn to the Aptitudes Index on page 121 of your workbook. Compare your estimated aptitudes, as recorded on the Aptitude Self-Estimate Record, with the key aptitudes related to each Worker Trait Group on the Aptitudes Index. To do this, first cut along the dotted line the row of boxes on which you recorded your estimated level numbers (Aptitude Self-Estimate Record, page 120 of your workbook). Then, place the top edge of the cut-out section on the aptitude columns of the Aptitudes Index. Your estimated aptitude level numbers should appear under the key aptitude level numbers related to the first Worker Trait Group listed in the Aptitudes Index. Compare the two sets of numbers to see how your aptitude estimates relate to the aptitudes of the Worker Trait Group. In the Plus (+) section of Column 4 of Worker Trait Group Chart #1, enter the codes of the aptitudes you equal or exceed. In the Minus (−) section of Column 4, enter the codes of the aptitudes you do not meet. As you compare your aptitude estimates to the key aptitudes related to each Worker Trait Group, remember that Level 1 is high and Level 5 is low.

4. Review the information you have recorded in Column 4 of Worker Trait Group Chart #1. Locate the Worker Trait Groups having aptitudes that are equalled or exceeded by your own.

   a. How do these groups relate?
   b. How do these Worker Trait Groups relate to those you identified on the basis of your interests? Work activity preferences? Work situation preferences?
   c. Does Column 4 reveal any new Worker Trait Groups you want to explore further?

   The following method will help you to see which Worker Trait Groups relate to a specific aptitude. For example, if you feel you have a strong Numerical aptitude, check all of the Worker Trait Groups to see which groups use this aptitude. Place a check mark or a star in Column 4 of the chart to indicate that you want to explore this group further on the basis of that aptitude. **Remember that your Worker Trait Group aptitude levels are only estimates.** Also, the aptitude levels of each Worker Trait Group represent the level needed for average, satisfactory performance for most of the occupations in this group. When your aptitude levels are lower than those listed for a Worker Trait Group, you may have difficulty in learning the types of skills or knowledge required. This does not mean that you cannot learn them. Interest and motivation are very important in developing skills. In some cases, interest and motivation help you overcome difficulties you might otherwise have because of a lower aptitude in a given area.

IMPORTANT TO ME:
GYMNASTICS
HORSES
SCIENCE 02.01
MATH
LANGUAGE OF THE WORLD OF WORK

5. Use your Personal Profile form. In the Positive column, list the titles of the aptitudes you want to include in your career. In the Negative column, list the titles of the aptitudes you want to avoid. The information you have collected is to be used in a general way to help you further develop your Personal Profile in relation to work.

Activity F: Subject Areas

In this activity, you can identify Worker Trait Groups related to your preferred school subjects. As a result, you can use your preferences for subject areas to further develop your Personal Profile in relation to work.

1. Turn to the School Subject-Worker Trait Group Chart on pages 118-119 of your workbook. This chart has been developed to show the link between school subjects and Worker Trait

Groups. You can use the chart to quickly identify school subjects and Worker Trait Groups that are related. There are 56 rows of subjects and 66 columns of Worker Trait Groups. The rows and the columns cross to form a cell linking each subject with each Worker Trait Group. If a subject and a Worker Trait Group are related, the **code A or B** appears in the cell. Code **A** means that the subject and the Worker Trait Group are **directly** related. The knowledge and skills taught in the subject are **essential** to workers in the group of occupations. Code **B** means that the subject and the Worker Trait Group are **indirectly** related. The knowledge and skills taught in the subject are helpful to workers in this group of occupations. Think back on your high-school experiences to help you identify your preferred subject areas. Which subjects did you like? In which subjects did you perform well? Were there any subjects that interested you but that you did not have time to take? Use the subject titles listed on the sides of the chart to help you think back on your high-school experiences. Although the titles in the chart may not correspond exactly to the titles used in your former school, they can be easily related to your school's courses.

In the space provided, list your **preferred** school subjects. Then, locate these subjects on the left side of the chart. Follow the rows of your chosen subjects across the chart. The code A or B appears in the columns of the Worker Trait Groups related to the subjects. In the following space, list the titles and numbers of the Worker Trait Groups coded A.

PREFERRED SUBJECTS	RELATED WORKER TRAIT GROUPS

2. Use Worker Trait Group Chart #1. For each Worker Trait Group you have listed, record the related subjects in the Plus (+) section of Column 5. Repeat the same process to identify Worker Trait Groups related to subjects you disliked. Record these subjects in the Minus (−) section of Column 5. Use the space provided to list your disliked subjects and the Worker Trait Groups related to them.

DISLIKED SUBJECTS	RELATED WORKER TRAIT GROUPS

3. Review the information you have recorded in Column 5 of Worker Trait Group Chart #1.
   a. Do your school subject preferences reveal any new Worker Trait Groups you want to explore further?
   b. How do the Worker Trait Groups identified on the basis of your school subject preferences relate to those identified on the basis of your interests and aptitudes? Your work activity and work situation preferences?
   c. Are any of your disliked subjects related to Worker Trait Groups you want to explore further? If so, do you still want to explore these Worker Trait Groups? Why or why not?

4. Use your Personal Profile form. In the Positive column, list the school subjects you prefer and want to include in your career. In the Negative column, list the school subjects you disliked and want to avoid. How do your school preferences help you further define your Personal Profile in relation to work?

Activity G: Personal Profile Review

In this activity, you can use the Personal Profile you have built so far to identify Worker Trait Groups for further exploration.

1. Use your Personal Profile form. Review the information you have recorded in the Positive and Negative columns. To what degree do you want these specific factors, work activities or work situations, to be included in or excluded from your career? Which of these likes or dislikes would really make a difference to you in choosing work? Let us suppose, for example, that a Worker Trait Group involves both a school subject you dislike and a work situation you like. Would you decide in favor of the work situation and explore this Worker Trait Group? Or, would you decide not to explore this group of occupations because your dislike for that school subject is stronger than your preference for the work situation?

   Place a star (*) next to each factor in the Positive and Negative columns that is important to you in choosing Worker Trait Groups to explore.
2. Use Worker Trait Group Chart #1. Identify Worker Trait Groups that include most of the specific factors you listed in the Positive column of your Personal Profile. As you do so, consider the specific positive and negative factors you starred in Step 1. Worker Trait Groups related to factors you dislike are those for which you have crossed out Work Activity and Work Situation numbers and have recorded information in the Minus (–) sections of Columns 4 and 5. Indicate the Worker Trait Groups you wish to identify for further exploration by placing a check mark in Column 6 of the chart.

   Column 1. Locate Worker Trait Group Chart #2. It is on the reverse side of Worker Trait Group Chart #1. Transfer the numbers and titles of these Worker Trait Groups to Column 1 of the Worker Trait Group Chart #2.

3. Consider the following questions:
   a. What will you look for as you explore the Worker Trait Groups you have identified?
   b. Were you able to find Worker Trait Groups that include most of the specific factors important to you? Why or why not?
   c. Do any of the Worker Trait Groups you identified also include some of the negative factors recorded in your Personal Profile?
   d. What have you learned about yourself and your values in relation to the Worker Trait Groups? In relation to work?

Activity H: Worker Trait Group Exploration and Selection

In this activity, you can build and further define your Personal Profile in relation to work by exploring in depth the Worker Trait Groups you selected in Activity G.

1. Obtain a copy of the *Worker Trait Group Guide.* For each group you selected, read the description and Qualifications Profile. Use Worker Trait Group Chart #2 to record your reactions to the descriptions. The chart's column titles correspond to the sections of each Worker Trait Group description. In the appropriate column, record whether you think you would like or dislike this type of work, based on the information contained in each section of the group's description. Indicate your reaction by marking a plus (+) mark or a minus (–) mark. Indicate if you are not certain with a question mark. Follow this procedure for each of the Worker Trait Groups listed in Column 1 of Worker Trait Group Chart #2.

Columns 2 through 4. Read the sections entitled "Work Performed," "Worker Requirements," and "Clues" in the Worker Trait Group description. Remember, use the Worker Trait Group number to find its description in the *Worker Trait Group Guide*. Record your reactions in the appropriate columns.

Column 5. Read the section entitled "Preparation" in the group's description and the section entitled "Preparation and Training" in the group's Qualifications Profile. Refer to Appendix H of the *Worker Trait Group Guide* for detailed information on the training time codes used in this section. Record your reactions in Column 5 of the chart.

Column 6. Read the section entitled "Physical Demands" in the group's Qualifications Profile. Refer to Appendix D of the *Worker Trait Group Guide* for detailed descriptions of the physical demands. Record your reactions in Column 6 of the chart.

Column 7. Read the section entitled "Working Conditions" in the group's Qualifications Profile. Refer to Appendix E of the *Worker Trait Group Guide* for detailed descriptions of the working conditions. Record your reactions in Column 7 of the chart.

Column 8. Read the section entitled "Worker Functions" in the group's Qualifications Profile. Refer to Appendix C of the *Worker Trait*

Group Guide for detailed information on worker functions. Record your reactions in Column 8 of the chart.

Column 9. Read the section entitled "General Educational Development" (GED) in the group's Qualifications Profile. Refer to Appendix G of the *Worker Trait Group Guide* for the GED level definitions. Record your reactions in Column 9 of the chart.

2. Use your Personal Profile form. Think of what you have learned about physical demands, working conditions, worker functions, general educational development, and preparation and training in relation to work in general. Which specific factors do you want to include in or exclude from your career? For example, in your work, you may want to "deal with things" at a high level (Worker Functions). Or, you may not want to spend more than four years in Preparation and Training. Record your likes, dislikes, and specific requirements in the Positive and Negative columns of your Personal Profile. You may want to review the information in Appendices D, E, C, G, and H of the *Worker Trait Group Guide* as you build your Personal Profile in relation to work.

3. Examine the information you have recorded on Worker Trait Group Chart #2 and on your Personal Profile. Use it to identify the Worker Trait Groups you want to explore at the **occupational level.** Carefully consider the likes and dislikes you have recorded in relation to specific Worker Trait Groups and to work in general. To help you in your selection, read the list of occupational titles located at the end of each Worker Trait Group description.

   Column 10. In Column 10 of Worker Trait Group Chart #2, indicate with a check mark the Worker Trait Groups you want to explore at the occupational level.

4. Consider the following questions:
   a. How does the information you have read affect your perceptions of the Worker Trait Groups?
   b. How do the Worker Trait Groups listed in Column 1 of the chart relate to those listed in Column 10?
   c. How does the exploration of the Worker Trait Groups in Column 1 help you further define your Personal Profile in relation to work?
   d. What will you look for as you explore the Worker Trait Groups at the occupational level?

Activity I: Orientation to the Career Information System

The Career Information System (CIS) used in your school contains all types of organized career information resources. These resources are organized using the 66 Worker Trait Groups to help you find information in these ways:

- On the basis of your Personal Profile.
- On the basis of what you know about occupations.

This activity is designed to help you learn how to use the Career Information System to find occupational information. On the following pages, you can read both general and detailed information about the CIS materials. The **general** information appears in screened boxes. The **detailed** information follows each box. First, read the general information (STOPS 1 to 6) to get an overview of the components of the CIS. Then, read the detailed information to become familiar with how the specific CIS components can be used.

STOP 1: Dictionary of Occupational Titles (DOT)

The *Dictionary of Occupational Titles (DOT)*, published by the U.S. Department of Labor, contains descriptions of thousands of occupations. These descriptions are organized into a structure called the Occupational Group Arrangement (OGA). The OGA is one method of grouping occupations and should not be confused with the 66 Worker Trait Groups.

Each occupation in the *DOT* has been assigned a number to indicate the group to which it belongs. This number is a nine-digit code unique to each occupation. These nine-digit codes organize the occupational titles and descriptions in numerical sequence.

To find an occupational description in the *DOT*, first use the Alphabetical Index of Occupational Titles, located in the back section. Find the occupational title and note the nine-digit code.

EXAMPLE

ARCHITECT (profess. & kin.) 001.061-010

Use this nine-digit code to locate the occupational description in the OGA. Remember, this nine-digit code is a sequence number in the OGA listing.

EXAMPLE

001.061-010 ARCHITECT (profess. & kin.)

The *DOT* is an important career information resource to use in exploring the world of work. It is the only source where information can be found on all occupations. Although the descriptions are only paragraphs, they contain a lot of information.

Go to Stop 2

How to Use the Dictionary of Occupational Titles (DOT)

In the *DOT*, occupational descriptions are organized by the Occupational Group Arrangement (OGA). Occupations are organized into the OGA on the basis of the **processes** followed or the **skills** and **materials** used. There are nine Occupational Categories, which have the following code numbers and names:

OCCUPATIONAL CATEGORIES

0/1	Professional, technical, and managerial occupations
2	Clerical and sales occupations
3	Service occupations
4	Agricultural, fishery, forestry, and related occupations
5	Processing occupations
6	Machine trades occupations
7	Benchwork occupations
8	Structural work occupations
9	Miscellaneous occupations

The first three digits of the nine-digit *DOT* code represent the OGA.

OGA CODE

↓

001. **061-010 ARCHITECT (profess. & kin.)**

The **first digit** places the occupation into an **Occupational Category.** The **first** and **second** digits place it into a **Division** within the Category. The **first, second,** and **third** digits place it into a subdivision called a **Group.**

For example, the code for **ARCHITECT** is 001.061-010. The **first** digit, 0, places this occupation in **Category 0/1**. This category includes professional, technical, and managerial occupations in such fields as art, science, law, and business relations.

When the **second** digit, 0, is combined with the **first** digit, 0, the occupation is placed in **Division 00.** This Division is called "Occupations in Engineering and Architecture." It includes occupations concerned with the practical use of the principles of architecture and engineering.

When the **third** digit, 1, is combined with the first **two** digits, the code 001 places the occupation in the **Group 001**. This Group is called "Architectural Occupations." It includes occupations concerned with the design and construction of buildings and other structures, or landscaping.

The *DOT* contains descriptions of the Categories, Divisions, and Groups, as well as descriptions of the thousands of occupations listed. The following example shows the descriptions arranged in the OGA sequence.

EXAMPLE

0/1 PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

This category includes occupations concerned with the theoretical and practical aspects of such fields of human endeavor as: architecture; engineering; mathematics; physical sciences; social sciences; medicine and health; education; museum, library, and archival sciences; law; theology; the arts; recreation; administrative specialties; and management. Also included are occupations in support of scientists and engineers and other specialized activities such as piloting aircraft, operating radios, and directing the course of ships. Most of these occupations require substantial educational preparation, usually at the university, college, junior college, or technical institute level.

↑

Category Description

00/01 OCCUPATIONS IN ARCHITECTURE, ENGINEERING, AND SURVEYING

Division Description →

This division includes occupations concerned with the practical application of physical laws and principles of engineering and/or architecture for the development and utilization of machines, materials, instruments, structures, processes, and services. Typical specializations are research, design, construction, testing, procurement, production, operations, and sales. Also includes preparation of drawings, specifications, and cost estimates, and participation in verification tests.

001 ARCHITECTURAL OCCUPATIONS

Group Description →

This group includes occupations concerned with the design and construction of buildings and related structures, or landscaping, and/or floating structures, according to aesthetic and functional factors.

001.061-010 ARCHITECT (profess. & kin.)

Occupation Description →

Provides professional services in research, development, design, construction, alteration, or repair of real property, such as private residences, office buildings, theaters, public buildings, or factories: Consults with client to determine functional and spatial requirements and prepares information regarding design, specifications, materials, equipment, estimated costs, and building time. Plans layout of project and integrates engineering elements into unified design. Prepares scale and full size drawings and contract documents for building contractors. Furnishes sample recommendations and shop drawing reviews to client. Assists client in obtaining bids and awarding construction contracts. Supervises administration of construction contracts and conducts periodic onsite observation of work in progress. May prepare operating and maintenance manuals, studies, and reports.

NOTE: The code for "Architect, Marine" has the same first eight digits as "Architect." The last digit shows the sequence in this case. →

001.061-014 ARCHITECT, MARINE (profess. & kin.) architect, naval; naval designer.

Designs and oversees construction and repair of marine craft and floating structures, such as ships, barges, tugs, dredges, submarines, torpedoes, floats, and buoys: Studies design proposals and specifications to establish basic characteristics of craft, such as size, weight, speed, propulsion, armament, cargo, displacement, draft, crew and passenger complements, and fresh or salt water service. Oversees construction and testing of prototype in model basin and develops sectional and waterline

In each occupational description, you will find a wealth of information in condensed form. Note that three types of titles are used to identify an occupation. The **Main or Base Title** is the primary title under which the occupational description is listed. Following this title are **Alternate Titles** or names by which the occupation is known in different parts of the country. At the end of the description are **Undefined Related Titles.** These titles are a specialization of the occupation. The type of specialization is usually described by the title.

The following example is a typical occupational description marked to show its various parts.

EXAMPLE

Nine-Digit DOT Code

Main or Base Title

Industry Designation

096.127-014 EXTENSION SERVICE SPECIALIST (gov. ser.)
cooperative extension advisor specialist.

Alternate Title

Instructs extension workers and develops specialized service activities in area of agriculture or home economics: Plans, develops, organizes, and evaluates training programs in subjects, such as home management, horticulture, and consumer information. Prepares leaflets, pamphlets, and other material for use as training aids. Conducts classes to train extension workers in specialized fields and in teaching techniques. Delivers lectures to commercial and community organizations and over radio and television to promote development of agricultural or domestic skills. Analyzes research data and plans activities to coordinate services with those offered by other departments, agencies, and organizations. May be designated according to field of specialization as AGRICULTURAL-EXTENSION SPECIALIST (gov. ser.); HOME ECONOMICS SPECIALIST (gov. ser.).

Occupational Description

Undefined Related Titles

The *DOT* also contains an Alphabetical Index, located in the back. This index contains a listing of occupational titles and their nine-digit codes. **Base** and **Undefined Related Titles** are in **capital** letters and **Alternate Titles** are in **lower case** letters.

ALPHABETICAL INDEX EXAMPLE

Base or Undefined Related Title → ABALONE DIVER (fish.) 443.664-010

Alternate Title → able-bodied seaman (water trans.) 911.364-010

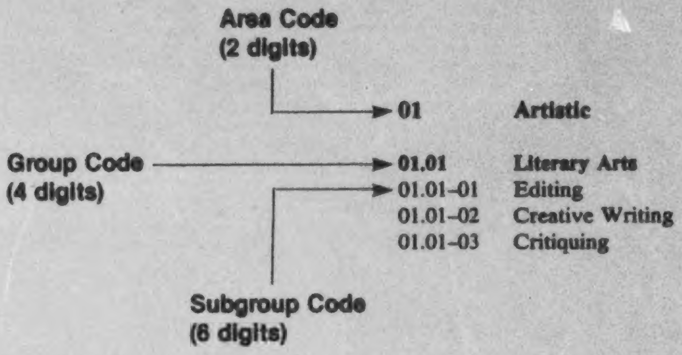
When you want the description for a specific occupational title, turn to the Alphabetical Index. Locate the title in the listing and make a note of the nine-digit code. Use this code to locate the occupational description. Remember, the descriptions are in sequence by the nine-digit code, **not by title.**

STOP 2: Guide for Occupational Exploration (GOE)

The organization of the *Guide for Occupational Exploration (GOE)* is similar to that of the *Worker Trait Group Guide*. You are already familiar with the *WTG Guide*. The detailed information following this stop describes how the *GOE* can be used to obtain additional career information.

The occupations of the *DOT* are organized in the *GOE* by 12 **Areas** and 66 **Groups**. Each Area has been titled and identified by a two-digit code, 01 to 12. A brief statement describes the type of interest the Area represents. Within each Area, occupations are organized into Groups. Each Group has been titled and identified by a four-digit code. A description of the Group and a listing of related occupations is presented for each Group. The 66 Groups are further divided into **Subgroups**, which organize the related occupations more specifically.

EXAMPLE



To identify a Group for an occupation, use the Alphabetical Index at the back of the *GOE*. Locate the title and note the six-digit Area/Group/Subgroup Code.

EXAMPLE

EDITOR, FILM (motion pic.; radio & tv broad.) 962.264-010
01.01.01

Use the code 01.01.01 to locate the page where the Group description can be found. The Areas and Groups are in numerical sequence. At the end of each Group description is a complete list of occupations listed by Subgroup.

The *Worker Trait Group Guide* is similar to the *GOE*. However, the *Worker Trait Group Guide* expands upon the information about the 12 Areas and the 66 Worker Trait Groups to help you build your Personal Profile in relation to work. The main use of the *GOE* is to obtain a **full listing** of occupations for each Group.

Go to Stop 3

How to Use the Guide for Occupational Exploration (GOE)

The *GOE* has been designed to aid you in occupational exploration leading to education, training, and job placement. To help you relate your interests and abilities to occupations, the Department of Labor has identified 12 **Areas.** Each of the 12 Areas has been titled and identified by a two-digit number, ranging from 01 to 12.

AREAS

Area Code	Area Title	Area Code	Area Title
01	ARTISTIC	07	BUSINESS DETAIL
02	SCIENTIFIC	08	SELLING*
03	PLANTS AND ANIMALS*	09	ACCOMMODATING
04	PROTECTIVE*	10	HUMANITARIAN
05	MECHANICAL	11	LEADING-INFLUENCING*
06	INDUSTRIAL	12	PHYSICAL PERFORMING

The common interests people have in occupations are used to define each Area. For example, Area 01 is defined in the following way: "An interest in creative expression of feelings or ideas."

The 12 Areas contain 66 **Groups.** Within each Area, similar occupations are organized into Groups. The Groups are generally arranged within each Area from the **highest** to the **lowest** level of **aptitudes** and **skills.** Each Group has been titled and identified by a four-digit number. Of these four digits, the first two represent the Area Code. The second two digits represent the position of a Group within an Area. All four digits make up the Group Code, as shown in the following example of the first Area.

Area Code → **01** **Artistic** ← **Area Title**

01.01 Literary Arts
01.02 Visual Arts
01.03 Performing Arts: Drama
Group Codes → 01.04 Performing Arts: Music ← **Group Titles**
01.05 Performing Arts: Dance
01.06 Craft Arts *
01.07 Elemental Arts *
01.08 Modeling

Each of the Group descriptions contains a summary of the occupations' common elements. The summary describes the work performed, clues for relating people to the occupations, suggested training and methods of entry, and other factors to consider.

These 66 Groups are further divided into **Subgroups.** The Subgroups help you identify important relationships between the occupations in the Group. In most cases, similar work performed is the basis for the subgrouping. Each Subgroup is identified by a title and six-digit number. The first four digits represent the Area and Group Codes, while the last two digits represent the position of the Subgroup within the Group. All six digits make up the Subgroup Code.

EXAMPLE

Area Code (2 digits) → **01** **Artistic**

Group Code (4 digits) → **01.01** **Literary Arts**
Subgroup Code (6 digits) → 01.01-01 Editing
01.01-02 Creative Writing
01.01-03 Critiquing

---

*There are differences between some of the Area and Work Group titles used in the *GOE* and those used in the *WTG Guide*. The code numbers for the Areas and Groups are identical for both arrangements.

A complete list of occupations follows each Group description. The occupations within the list are divided into various Subgroups.

EXAMPLE

Subgroup Number
Subgroup Title
Group Number
Group Title

01.01

Literary Arts

01.01.01 Editing

Editor, Film (motion pic.; radio & tv broad.) 962.264-010
Producer (motion pic.) 187.167-174
Reader (motion pic.; radio & tv broad.) 131.087-014
Story Editor (motion pic.; radio & tv broad.) 132.037-026
Occupational Title → Supervising Film Editor (motion pic.; radio & tv broad.) 962.137-014

Editor, Book (print. & pub.) 132.067-014
Editor, Greeting Card (print. & pub.) 132.067-022 ← **Occupational Code**
Editor, Publications (print. & pub.) 132.037-022

Continuity Director (radio & tv broad.) 132.037-010

Industry Designation

If you want to find the Group to which a specific occupation belongs, use the Alphabetical Index at the back of the *GOE*. This index gives the Area/Group/Subgroup Code as well as the Occupational Code. The key in the following example explains the title differences.

KEY

- **Main or Base Title: all capital letters. Note:** Only Main Titles are used in CIS materials to locate information.
- **Undefined Related Titles:** beginning capital letters with Main Title and Code in parentheses.
- **Alternate Titles:** all lower case letters with Main Title and Code in parentheses.

INDEX EXAMPLE

EDITOR, FILM (motion pic.; radio & tv broad.) 962.264-010 **01.01.01**
EDITOR, GREETING CARD (print. & pub.) 132.067-022 **01.01.01**
Editor, House Organ (print. & pub.) :EDITOR, PUBLICATIONS (print. & pub.): 132.037-022 **01.01.01**
EDITORIAL ASSISTANT (print. & pub.) 132.267-014 **11.08.01**
Editorial Cartoonist (print. & pub.) :CARTOONIST (print. & pub.): 141.061-010 **01.02.03**
EDITORIAL WRITER (print. & pub.) 131.067-022 **01.01.02**
editor-in-chief, newspaper :EDITOR, NEWSPAPER (print. & pub.): 132.017-014 **11.08.01**
EDITOR, INDEX (print. & pub.) 132.367-010 **11.08.01**
Editor, Magazine (print. & pub.) :EDITOR, PUBLICATIONS (print. & pub.): 132.037-022 **01.01.01**

STOP 3: Alphabetical Card File

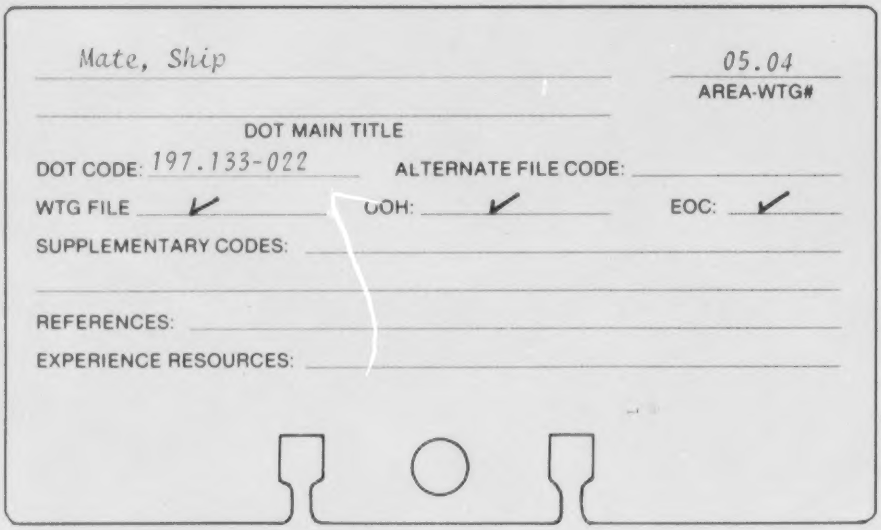
The **Alphabetical Card File** contains an alphabetical listing of all of the occupational titles in the CIS. It works like the card catalog in your school library. It gives you codes under which you can locate information about occupations. These codes represent the Areas and Groups in the *GOE*. However, the Groups will be called **Worker Trait Groups (WTG)** when used in the CIS materials. These Worker Trait Groups are more fully explained in STOP 7.

The Alphabetical Card File can be used to locate a specific occupational title, the Area-WTG number, as well as resources in the CIS containing information about the occupation.

Go to Stop 4

How to Use the Alphabetical Card File

The Alphabetical Card File is easy to use. Just look up the title of an occupation you want to explore. The following illustration shows what a card looks like.



Mate, Ship

05.04
AREA-WTG#

DOT MAIN TITLE

DOT CODE: 197.133-022

ALTERNATE FILE CODE:

WTG FILE ✓

OOH: ✓

EOC: ✓

SUPPLEMENTARY CODES:

REFERENCES:

EXPERIENCE RESOURCES:

The occupational title in the upper lefthand corner of the card is the Main Title used in the *DOT*. In the upper righthand corner of the card is the Area-WTG number. All information in the CIS about an occupational title can be found using this number. The nine-digit number entered after "DOT Code" distinguishes the occupation from all other occupations. It is used to locate the occupational description in the *DOT*. The space after "Alternate File Code" contains an entry only when the filing system being used has been adapted to the Worker Trait Group structure. The entry indicates where the information can be found in the adapted system.

If there are occupational briefs on file, there is a check mark after "WTG File." If there is a reference for the occupation in the *Occupational Outlook Handbook*[1], there will be a check mark after "OOH." *EOC* stands for *Encyclopedia of Careers*[2]. If there is information in the *EOC* on the occupation, there will be a check mark after "EOC." The codes appearing after "Supplementary Codes" are used to find information in the Supplementary Section of the File Content Notebook for audiovisuals and bound materials. (These codes are explained more fully in STOP 4.)

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[1] U.S. Department of Labor, Bureau of Labor Statistics. Washington, D.C.: U.S. Government Printing Office.

[2] William E. Hopke. *Encyclopedia of Careers and Vocational Guidance*, 4th ed., 2 vols. Chicago: J.G. Ferguson Publishing Co., 1978.

STOP 4: Worker Trait Group File Content Notebook

The *Worker Trait Group File Content Notebook contains a list of the occupational titles for unbound materials filed in your school's CIS. It is organized by the 12 Areas and 66 Worker Trait Groups. The *Notebook* is used to determine the titles of occupational briefs and pamphlets that have been filed in the CIS.**

Go to Stop 5

How to Use the Worker Trait Group File Content Notebook

The *Worker Trait Group File Content Notebook* works like a table of contents. It is an outline of what the CIS contains. It is organized by the Areas-Worker Trait Groups. The *Notebook* has a divider for each of the 12 Areas and 66 Worker Trait Groups. Behind each Area divider is a sheet of paper containing a list of omnibus materials. (These are briefs and pamphlets that contain information about more than one occupation.) These materials are filed in the Vertical File behind the appropriate Area divider. You should check this list for additional information on the Area-WTG you are exploring.

Behind each Group divider is a form that lists the occupational titles for which there is information in the CIS. Look at the following sample form, then read the detailed explanation of each column.

Scientific
DOT Area Title

02.02
Area - WTG Number

Life Sciences
Worker Trait Group Title

Vertical File Pieces	Alternate File Code	Supplementary Code	DOT Main Title	DOT Code
III			Animal Scientist	040.061-014

Column 1: VERTICAL FILE PIECES. In this column, a tally (𝍸) is kept of the number of briefs that are filed in the Worker Trait Group Vertical File for each title. (The Vertical File is explained in STOP 5.) The tally shows you exactly how many pieces of information to look for in the file.

Column 2: ALTERNATE FILE CODE. This column contains information when occupational materials have not been filed by Worker Trait Groups in the Vertical File, but are organized into a different filing system. If another filing system is being used at your school, your teacher or counselor will explain it to you.

Column 3: SUPPLEMENTARY CODE. Supplementary codes are used to indicate the presence of information not filed in the Vertical File. When this code appears in the column, you should turn to the Supplementary Section in the back of the *File Content Notebook.* There you will find the title of the material and its location. These resources may be audiovisual or bound materials that are stored in cabinets or on shelves. The supplementary codes are abbreviations of the type of material stored.

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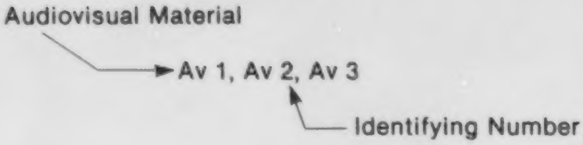
*Developed by Appalachia Educational Laboratory, Inc., and published by McKnight Publishing Company.

CODE EXAMPLE



You can find a full list of these abbreviations on the divider for the Supplementary Section of the *File Content Notebook*.

Column 4: DOT MAIN JOB TITLE. This column is used to list the main job title as it is found in the *DOT*. Alternate and Undefined Related Titles are not listed. The entries on this form are not in alphabetical order or any particular sequence. As a new piece of information is added to the file, the title is listed or a tally mark is made. You should scan this column to see what titles are contained in the CIS.

Column 5: DOT CODE. The code for each title consists of nine digits as explained in STOP 1. This code is used to locate the occupational description in the *DOT*.

The Supplementary Section of the *File Content Notebook* has two Divisions: one for **audiovisual** materials and one for **bound** materials. The printed form in each Division contains a list of the available audiovisual or bound materials related to the Area-Worker Trait Groups. The purpose of this section is to help you locate these materials in the CIS. Major bound sources such as the *Occupational Outlook Handbook* and the *Encyclopedia of Careers* are in a separate Index (see STOP 6).

Look at the following example of a form, then read the detailed explanation of each column.

Bound (Bd)

Division Title/Code

Supplementary Code	Title of Material	Location	Area — WTG Number(s)
Bd 1	So You Want to be a Lawyer	Shelf	11.04

At the top of the form you will find the title of the Division and its abbreviation.

Column 1: SUPPLEMENTARY CODE. The Supplementary Code is the abbreviation of the division title such as Bound and the identifying number for the material, for example, Bd 1, Bd 2, Bd 3. The bound resource would have the reference number on it and would be placed in sequence with the number.

Column 2: TITLE OF MATERIAL. This column is used to record the title of the audiovisual or bound material available in the CIS. Only the title of the material is listed.

Column 3: LOCATION. This column is used to indicate where the materials are stored, such as in a cabinet, on a reference shelf, or in the library.

Column 4: AREA-WTG NUMBER(S). The WTG number(s) for the occupation(s) described in the materials are recorded in this column. Materials describing various occupations will have more than one number recorded here if the occupations belong to different Worker Trait Groups.

STOP 5: Vertical File

Briefs and pamphlets about a single occupation are stored behind the divider of the Worker Trait Group to which the occupation belongs. To locate information in this File, use the Area-Worker Trait Group number. Pamphlets about occupations belonging to more than one group in the Area (omnibus materials) may be filed behind the Area divider.

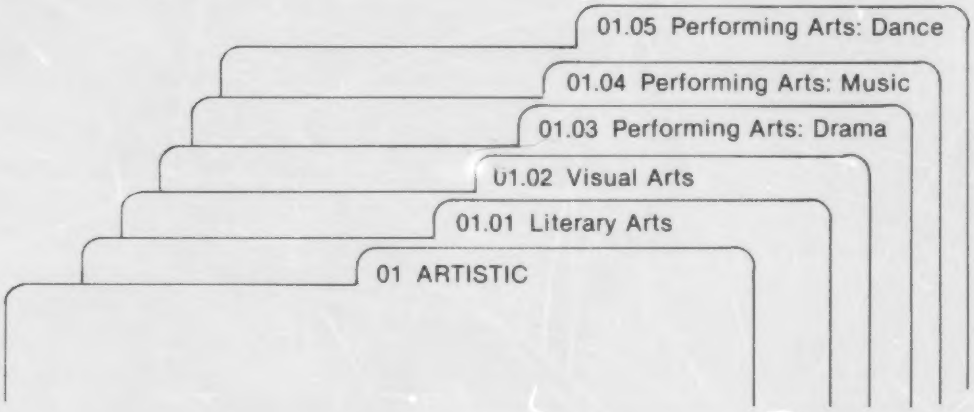
Go to Stop 6

How to Use the Vertical File

The **Vertical File** contains 12 Area file dividers and 66 Worker Trait Group file dividers. The purpose of the Vertical File is to store occupational briefs and pamphlets about single occupations. These are placed behind the Worker Trait Group file dividers. The Worker Trait Group dividers are in sequence by the Area-WTG number. You should use the *File Content Notebook* before using the Vertical File. Look at the listing of occupations contained in the file. For any occupation on which you want information, check the tally marks to see how many pieces are in the file. Pamphlets about occupations belonging to more than one group in the Area (omnibus materials) may be filed behind the Area divider.

The following illustration shows how file dividers would appear in the Vertical File.

SAMPLE


01.05 Performing Arts: Dance
01.04 Performing Arts: Music
01.03 Performing Arts: Drama
01.02 Visual Arts
01.01 Literary Arts
01 ARTISTIC

STOP 6: Worker Trait Group Index to Occupational Information

The *Worker Trait Group Index to Occupational Information contains information on two types of resources. The first type is major occupational information resources such as the *Occupational Outlook Handbook (OOH)* and the *Encyclopedia of Careers (EOC).* Occupational titles contained in these resources have been indexed to Worker Trait Groups.**

The second type of resource is called Experience Resources. This is information about experiences that are available to you for learning about occupations. Examples would be people employed in an occupation who are willing to talk with you, part-time work experiences where you could do related tasks or observe workers, or visits to actual work sites. These resources are listed by Worker Trait Group. However, you will need to schedule these experiences through the person responsible for the career resources.

RETURN TO STOP 1 and read the detailed information for each stop.

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*Developed by Appalachia Educational Laboratory, Inc., and published by McKnight Publishing Company.

How to Use the Worker Trait Group Index to Occupational Information

This index contains several sections representing different occupational information resources such as the *Occupational Outlook Handbook (OOH)*, the *Encyclopedia of Careers (EOC)*, and the **Vital Information for Education and Work (VIEW)**. In addition, it contains an Experience Resources section.

Each resource section contains a listing of occupations by Worker Trait Group. The occupational titles are referenced to the appropriate resource publication page. The purpose of this index is to help you find additional information related to the Worker Trait Groups you are exploring. To use this index, turn to the Area-WTG number in one of the sections. There you will find a listing of occupations, the *DOT* code, and the resource page number.

Look at the following sample from the *Occupational Outlook Handbook (OOH)* section of the *Index*. Then, read the detailed explanation for each column.

SAMPLE

Area-WTG No.	Area Title-Worker Trait Group Title DOT Title and OOH Title	DOT Code	OOH Page
05	MECHANICAL		
05.01	ENGINEERING		
	Aeronautical Engineer OOH Title: Aerospace Engineer	002.061-014	329
	Architect	001.061-010	548
	Architect, Marine	001.061-014	691
	Electrical Engineer	003.061-010	333

Column 1. Area-WTG No. — these are the numbers identifying the Area and the Worker Trait Group. These numbers are the same as those found in other CIS materials.

Column 2.

- Area Title-Worker Trait Group Title — when the word "NONE" appears in this column, it means that the resource does not contain any occupations for this WTG.
- DOT Title — the occupational title as listed and defined in the *DOT*.
- OOH Title — the occupational title as used in the *OOH*.

Column 3. DOT Code — the nine-digit number used to classify and organize *DOT* Main titles.

Column 4. OOH Page — the page number in the *Occupational Outlook Handbook* on which information about the job title is found.

The *Index* also contains an Experience Resources section. This section contains a listing of additional occupational information resources available to you. These resources include workers, work experience sites, and school clubs and activities. To use this listing, locate the Experience Resources form behind the appropriate section divider. There are forms only for those Worker Trait Groups for which experiences are available. This form contains the occupational title and experience code. This code is explained on the Experience Resources section divider. Remember, to schedule these experiences, go through the person responsible for career resources.

You will want to refer to the detailed information about CIS components when you start your exploration at the occupational level in Activity L. If the career information resources available to you are not organized using the CIS structure presented in this unit, the following suggestion may be helpful. You should be able to locate the *DOT* and *GOE* (STOPS 1 and 2) in most library reference collections.

a. Identify the specific occupations you want to research by looking in the *DOT* or *GOE*.
b. Note the *DOT* title and code number.
c. Check available reference books, card catalogs, and pamphlet files for the information.

Activity J: The Nature of Occupational Information

The purpose of most sources of information is to give you a better understanding of the occupation. However, in order to use the information efficiently, you need to carefully examine both the **source** and the **content** of the information. In this activity, you can learn how to interpret and evaluate occupational information.

SOURCE. Sources of occupational information fall into four basic types. Read the following paragraphs, which describe the advantages and disadvantages of each type of source.

Media. These sources of information provide indirect — for example, printed or audiovisual — information, prepared by a third party. The Career Information System is an example of this type of source. Most of the information in this category is general and describes occupations or groups of occupations, rather than specific jobs. This source is useful in giving you information that is usually true for most jobs in an occupation. It allows you to survey a great many more kinds of occupations than is possible through other sources. Its disadvantage is that the information may not be true for all jobs in your geographical area. Also, the information may be outdated. For example, printed information is generally at least two years old at the time it is published. It usually remains in circulation for several years after it comes out. Since occupations do change — sometimes rapidly — up-to-date information is important. In addition, information may be prepared for a purpose, such as recruitment, which might affect its accuracy.

Personal Observation. This source of information refers to the work you see others perform. The information you get in this manner may be more objective than that obtained from friends and relatives. You can observe several people who do the same kind of work, thus reducing the likelihood that the information you get applies only to specific jobs rather than to that kind in general. However, you cannot observe all the kinds of work available. In addition, you cannot, from superficial observation, fully understand what it means to do the work.

Interviews with Workers. This source refers to the information you get by directly questioning workers about their jobs. This source allows you to get information about a great many more kinds of work than you can experience personally. You can get a greater depth of information than from media or personal observation sources. By interviewing people about their work, you can get some indication as to whether their work would suit you. However, much of the information obtained in this manner may be too specific to the job involved. The information may also be biased because of the individual's satisfaction (or dissatisfaction) with the occupational establishment. An additional problem is that you may not know anyone involved in the type of work you are exploring.

Direct Experience. This source of information refers to your own part-time or full-time job experiences. The information obtained in this manner is useful because it includes not only information about the work itself, but about your reactions to it. However, there are distinct disadvantages to direct experience as a source of occupational information. It may require a significant investment of both time and energy on your part. You cannot experience certain kinds of work (such as neurosurgery) without first completing long and expensive training. These constraints severely limit the different kinds of work you can explore in this way. In addition, the information you gain is in some ways applicable only to the specific occupational establishment in which you work. The same kind of work done in another setting might be quite different.

No single source of occupational information is likely to provide you with all the information you need to make satisfying decisions. If you are aware of the advantages and disadvantages of each source, you can efficiently combine these sources to gather the information you need.

CONTENT. Content is another factor you need to consider in evaluating information. Use the following criteria to assess the content of occupational information.

Generalization. The information may be accurate for one job in an occupation, but not for all jobs in an occupation.

Bias. The information may present an overly positive view of an occupation because of its relationship to an institution or industry. The disadvantages may not be listed or considered. On the other hand, the information may present an overly negative view of an occupation. This bias may be the result of limited information. Or, it may be from a desire to encourage or discourage your interest in the occupation.

Recency. The information supplied by the source may be out-of-date. The facts may no longer give an accurate picture of the occupation. While information that is several years old may still be useful, it is important that you know it is dated. The world of work grows and changes. For example, there may have been a great demand for workers in an occupation 10 years ago, but this may no longer be true today.

Completeness. You will often have to consult more than one source of information to obtain all the information you need about a specific occupation.

Stereotyping. A source may assume that if certain people or jobs have one trait in common, sex or title for example, they must be alike in many other ways. As a result, a source may state that only certain groups of people have qualities that are right for certain occupations. The source may overlook the fact that very different people may be able to do the same tasks equally well.

Consider the following questions:

a. What are some examples of each of the types of sources that you have used?
b. What are some examples of occupational information that does not meet the criteria outlined under "SOURCE"?
c. Why is it important to evaluate occupational information for both its source and content?

Activity K: Career Values

Throughout this unit, you have been building your Personal Profile in relation to work. In doing so, you have been able to identify your interests, aptitudes, and preferences for certain types of work activities and situations. The values you have thus clarified have helped you select Worker Trait Groups to explore at the occupational level.

As you prepare to explore occupations within these groups, there are other value factors that you need to consider. This activity is designed to help you assess these other value factors and, as a result, identify and clarify your career values. You can then use your career values to evaluate the occupations you explore.

1. To help you clarify your values as they relate to work, complete the checklist on page 68. Answer as you actually feel, not as you think you should feel.

   To further identify how important the work location is to you and the kind of work location you prefer, check all the criteria in the following checklist that apply. If you want to indicate the importance of the value factor "Work location," write a short statement summarizing your work-location preferences in the space provided in Step 2b.

Region

____Northeast U.S.
____Middle Atlantic
____Southeast
____Southwest
____Far West
____Foreign
____My home region
____Other (Specify)
____
____Does not matter

Population

____Urban
____Suburban
____Small city
____Small town
____Rural
____My home town
____Other (Specify)
____
____Does not matter

VALUES CHECKLIST

Directions: Place an "X" in the box that indicates how important the value is to you.

Very Important	Important	Not Too Important	Not At All Important	
☐	☐	☐	☐	**Stability:** Working with familiar things and situations. Suggests routine, order, and lack of change.
☐	☐	☐	☐	**Artistic-Aesthetic Expression:** Designing, working with, or producing pleasing or beautiful things.
☐	☐	☐	☐	**Recognition:** Being known by people, being given respect or having status or prestige.
☐	☐	☐	☐	**Satisfactory Working Conditions:** Having pleasant work surroundings.
☐	☐	☐	☐	**Independence:** Being free to plan one's work and move at one's own speed.
☐	☐	☐	☐	**Adventure:** Doing exciting things sometimes involving risk, danger, or the unknown.
☐	☐	☐	☐	**Leadership:** Planning, laying out, managing, or influencing the work of others.
☐	☐	☐	☐	**Achievement:** A sense of well-being from doing a job well.
☐	☐	☐	☐	**Social Service:** Helping others and being concerned for their interests.
☐	☐	☐	☐	**Creativity:** Inventing, designing, developing new ideas or things.
☐	☐	☐	☐	**Security:** Having steady work.
☐	☐	☐	☐	**High Income:** Receiving more than enough money to take care of one's needs.
☐	☐	☐	☐	**Variety:** Having the chance to do different tasks and activities.
☐	☐	☐	☐	**Intellectual Satisfaction:** Using mental ability, solving problems.
☐	☐	☐	☐	**Satisfactory Co-Workers:** Working with people you like.
☐	☐	☐	☐	**Solitude:** Working alone, or not very closely with others.

2. Identify and state your own career values. Draw on the following sources of information:

   - Your responses to the checklists in Step 1 of this activity.
   - The likes, dislikes, and specific requirements you listed in your Personal Profile.

   a. The following are examples of career value statements. This list is by no means complete. For example, you may have religious and political values. It may be important to you to work in your main field of interest. Or, you may be willing to work in a less interesting field and satisfy your main interest in your spare time. You may want to find an occupation that could be both leisure and work to you. In addition, education may be important to you and you may be willing to spend time and money to obtain it. On the other hand, you may prefer to spend less time and money on education and enter an occupation as soon as possible.

   Read each of the following statements and identify the value being presented. Write a title for the value in the space provided.

VALUES EXAMPLES

a. "I like to be free to plan my own work, move at my own speed, and make my own decisions. I prefer to have very little close supervision. So much so that I would even take the risk of having no income for a while and be my own employer. I like to work alone, or not very closely with others."

Value: ____________________________________

b. "I welcome supervision of my work. I like to know from others whether I'm performing well on the job. I enjoy working with people and being part of a team. Teamwork gives me a satisfying sense of belonging."

Value: ____________________________________

c. "Having time to spend as I please is very important to me. I'm really indifferent to the type of work I do or the amount of money I make. The occupation I select must allow me to work short hours, have long vacations, or follow a flexible schedule of working hours. I need to have as much leisure time as possible. You have your life during leisure time, not work."

Value: ____________________________________

d. "I believe you must fit your leisure time around your occupation, not your occupation around your leisure time. If your occupation demands that you work eighteen hours a day or that you do not take any vacations in ten years, so be it. In order to achieve success and recognition in your occupation, you must be willing to devote all your energy and time to it."

Value: ____________________________________

e. "If I have to choose between work I enjoy doing and a high income, I'll choose that satisfying work. What good is money if you are miserable while working? I just want enough money to take care of my needs and enjoy my work."

Value: ____________________________________

f. "How can you enjoy life without money? I believe in working hard and playing hard. (Who says you have to enjoy your work if it brings in enough money?) I want to be able to afford the luxuries."

Value: ____________________________________

g. "I want to be free of the fear of losing my job and income. I'm looking for an occupation in which I know I can find and keep steady work. I enjoy working with people, things, and situations that are familiar to me. I like order and dislike change."

Value: ____________________________________

h. "Doing exciting things that sometimes involve risk, danger, or the unknown makes me feel alive. I would like to have the chance to do different tasks and activities in my work. I hope to find an occupation that allows me to invent, design, or develop new things or ideas."

Value: ____________________________________

i. "The occupation I select must not be a dead-end job. It must lead to something. There must be a definite possibility for promotion and advancement. I like to be recognized for the work I do."

Value: ____________________________________

b. In the following spaces, write your own career values. Be honest. Do not feel limited by the wording and the range of values in the checklist or the examples. Use your own words and give your own title to each of your career values. Write as many as you can.

CAREER VALUE STATEMENTS

_______ Value: ______________________________
Statement ____
____
____

_______ Value: ______________________________
Statement ____
____
____

_______ Value: ______________________________
Statement ____
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_______ Value: ______________________________
Statement ____
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_______ Value: ______________________________
Statement ____
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_______ Value: ______________________________
Statement ____
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_______ Value: ______________________________
Statement ____
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_______ Value: ______________________________
Statement ____
____
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3. Review the career value statements you wrote in Step 2. Which of these values do you **most** want your career to meet? Which of these values are **least** important to you? Rank your value statements by order of importance. Write the number "1" next to the title of your most important value. Write the number "2" next to the title of your second most important value, and so forth.

   Use Worker Trait Group Chart #3, which is found in the cover pocket. In the space provided in Column 2 of the chart, write the title of the career value you rated Number 1. In Column 3, write the title of the career value you rated Number 2. Continue this process until you run out of career value statements (you may have less than six statements) or until you run out of space on the chart.

   On your Personal Profile form, write the titles of the career values you gave the highest rating in the Positive column. In the Negative column, write the title(s) of the career value(s) that is (are) least important to you. These are values you would be willing to compromise in order to have others that are more important to you.

   As you explore occupations in the next activity, you can use Worker Trait Group Chart #3 to assess and record whether the explored occupations meet your career values.

Activity L: Occupational Preferences

In this activity, you will explore, at the occupational level, the Worker Trait Groups you selected for further exploration in Activity H. As you explore and evaluate occupations belonging to these groups, you will progressively be able to identify your occupational preferences.

1. Use Worker Trait Group Chart #2. On a sheet of paper, jot down the numbers of the Worker Trait Groups you identified for further exploration in Column 10 of the chart. Write down the first number in the space provided in Column 1 of Worker Trait Group Chart #3. Using the Worker Trait Group number, locate the Group description in the *Worker Trait Group Guide.* At the end of the group description, there is a list of selected occupations belonging to the group. These occupations represent major employment opportunities. Scan the list and select the occupations you would like to explore. (For a complete listing of the occupations belonging to the Worker Trait Group, use the *GOE.*) In the space provided in Column 1 of Worker Trait Group Chart #3, write down the titles of the occupations you have selected to explore. Repeat this process for all the Worker Trait Groups you identified for further exploration. Do this in Column 10 of Worker Trait Group Chart #2.

2. Before you start exploring the occupations you have listed in Column 1 of Worker Trait Group Chart #3, you may want to review the information in Activity I on using the Career Information System. Use the Occupational Information Summary forms provided on pages 123-124 of your workbook to write down the information you gather. Remember as you read the information to evaluate it for its recency, completeness, and accuracy. (You may wish to review the guidelines on occupational evaluation outlined in Activity J.)

   After you complete an Occupational Information Summary form on the first occupation list in Column 1, evaluate the occupation on the basis of your career values. Use Columns 2

Work values are tools for shaping one's career.

through 7 of the chart to record your evaluation. For example, if your career value in Column 4 is "High Income" and the occupation's salary range meets it, write "yes" in Column 4. Repeat this process for all the occupations you have listed in Column 1 of the chart.

3. Carefully examine the information you have gathered on the Occupational Information Summary forms and on Worker Trait Group Chart #3. In Column 8 of the chart, indicate the occupations that best meet your career values. In the space provided, write a summary about your present occupational preference. Although your current preference may still be tentative, try to describe what you would like to be doing today and why.

MY OCCUPATIONAL PREFERENCE

What I would like to be doing if I were going to work today and why:

Summary

The Personal Profile you have built progressively and systematically throughout this unit has helped you define yourself in relation to work. In addition, it has helped you explore the world of work and identify tentative occupational preferences. Your occupational exploration should not stop here. You can use the skills you have learned in this unit to continue your exploration throughout your career development.

Key Terms

Aptitude — The quickness or ease with which a person can learn or develop understanding and skills.

Career Exploration — Using what you know about yourself to explore the world of work and using your increased knowledge of the world of work to learn more about yourself.

Career Value — That which is important to you in work.

Interest — A positive feeling you have toward some person, activity, place, or thing.

Job — All of the tasks performed by a worker.

Occupation — A group of jobs involving similar tasks.

Occupational Exploration — Developing an understanding of the dimensions of the world of work.

Self-Exploration — Examining your experience to determine your preferences and establish the personal relevance of the world of work.

Task — A set of actions that have specific outcomes.

Work Activity — The type of activity or task performed to accomplish some work goal.

Worker Trait Group — A group of occupations that involve similar worker characteristics.

Work Situation — The physical and social conditions in which work activities are performed.

World of Work — The body of knowledge about workers, the processes of working, and the products of work.

UNIT III

CAREER GOALS

Introduction

The overriding principle (the purpose) that gives structure and meaning to your career is called your **career theme.** This consists of your **values,** organized into a meaningful pattern and projected into the future as your **goal.** When you stated your career theme in Unit I, you started the process of clarifying and integrating your values and goals. The Personal Profile you built in Unit II helped you further clarify your values. The activities in this unit are designed to help you project your values into the future and to help you formulate your **Career Goal.** Within the framework of your career theme, your Career Goal represents the manner in which you intend to achieve integration of self in relation to the milieu. As such, clearly defined goals form the basis for both planning and shaping your career.

Concept	Activities	Goal
Career Goals	• Expanding Your Present and Future • Focus on Goals	Help you formulate goals upon which you can base your career planning

Concept: Career Goals

Goals are descriptions of what a person intends to accomplish and become. By examining your current values, you can identify your short-term, intermediate, and longer range goals. You do this by projecting your values into the future and visualizing the type of person you would like to become. This process can help you formulate and refine your goals and estimate the time and sequence in which you will accomplish them. This will give direction and purpose to your current activities and will help you plan your future activities. Thus, knowing your goals gives you greater control and helps you move from where you are to where you would like to be.

Activity A: Expanding Your Present and Future

This activity is designed to help you become more sensitive to the ways in which your current ideas and experiences relate to your values. By helping you project these values into the future, this activity can also increase your awareness of who you would like to become.

1. Your Personal Profile and the occupational preferences you described at the end of Unit II summarize your values. Examine your current experiences in the light of your stated occupational preferences and values. Your current experiences may include your classes, term

papers, campus activities, community services, part-time jobs, relationships with peers and faculty, and so on. What do your current experiences have in common with your occupational preferences and values? How do they reflect them? By looking at your present activities with your occupational preferences and values in mind, you can gain new insight into these preferences and values and can make them become more meaningful to you.

For example, let us suppose that one of your stated occupational preferences is medicine. The underlying values reflected by this preference would be an interest in science and a desire to help others. The work in your chemistry class becomes more meaningful to you because you can now relate it more directly to your medical preference. The new awareness of your preference may cause you to look differently at courses that did not interest you previously. Also, to enter medical school, you need to have consistently high grades in all academic courses. Your new insight based upon your values — science and helping others — may renew your interest and enthusiasm for current activities that reflect these values and affect your level of performance.

a. Complete the schedule of your activities in the space provided.
   - List all the activities in which you are engaged in the course of a week.
   - Circle those activities that are now more meaningful to you as a result of the knowledge of your occupational preferences.

SCHEDULE OF ACTIVITIES

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

b. In the space provided, describe the new insight you have into the activities you have circled. Explain why these current activities and experiences have become more meaningful to you.

c. Review your Schedule of Activities. How much time do you spend doing the activities you have circled? Those you have **not** circled? How can you change your schedule so that you can spend more time doing the activities that are more meaningful to you? Are there any activities you would like to stop doing? If so, which ones and for what reasons? With what types of activities would you like to replace them in your schedule?

The changes you want to make in your present schedule represent your immediate or short-term goals. In the space provided, write down all your ideas on the ways you want to change your schedule. You will use these ideas to formulate your short-term goals in Activity B.

2. Imagine a day in the future, several years from now, after you have completed your college education and have a job. Let your mind freely take a trip into the future and visualize the typical workday you would like to have. Consider what you would like to be doing, not necessarily what you believe will occur. Do not worry about whether your desired workday is realistic. Use your stated occupational preferences and values to launch your imagination into this trip into the future.

a. Use the following questions as guidelines to help you imagine a typical workday.
   - **What** work activities would you like to be doing?
   - **Where** would you perform them? Think about the work settings in which you would like to be.
   - **When**, during the course of this day, would you do these activities?
   - **Why** would you be doing these activities? Think about the values you would like your day in the future to meet.

   Remember that work activities include both those for which you are paid and those for which you are not paid. Feel free, for example, to include in your imagined workday any work activity related to home and family or to community services.

b. Use the following example as a guide to help you imagine the day you would like to have in the future. Then, use the space provided after the example to describe your desired workday.

EXAMPLE
DESIRED WORKDAY IN FUTURE

Job: *Manage Art Department of Large Company*

SCHEDULE (When)	ACTIVITY (What)	SETTING (Where)	VALUES (Why)
8 am to 10 am	*Plan and schedule new work, handle business contacts and correspondence*	*Office (without interruptions, I hope)*	*Enjoy managing and being responsible for planning*
10 am to noon	*Conduct staff meeting to review progress and brainstorm plans to improve work on special projects*	*Conference room or production area*	*Provide leadership and improve quality of work*
Lunch	*Business lunch with supervisor of other department*	*Company cafeteria*	*Insure cooperation and teamwork*
2 pm to 2:30 pm	*Work with new employees to help them become familiar with work requirements and procedures*	*Production area*	*Like teaching and helping others develop potential*
2:30 pm to 3:30 pm	*Work on design project that I am responsible for*	*Production area*	*Maintain personal skills and keep involved*
3:30 pm to 5 pm	*Review work completed for day; Approve final designs and artwork for shipment; Prepare comments or suggestions for improvement or revision of work*	*Office*	*Insure highest possible quality of work*
6 pm to bedtime	*Relax at home, talk with spouse and children over dinner and spend relaxing evening at home with family*	*Home*	*Be a good parent. Share spouse's and children's joys and problems*

DESIRED WORKDAY IN FUTURE

Job: ______________________________

SCHEDULE (When)	ACTIVITY (What)	SETTING (Where)	VALUES (Why)

c. Review the activities and values included in the day you have visualized. These represent what you want to accomplish and the person you would like to become. How does you imaginary day differ from your current activities? In the space provided, describe these differences. You will use them to state your intermediate and long-term goals in Activity B.

____

____

____

____

Activity B: Focus on Goals

In this activity, you can state your **short-term, intermediate,** and **long-term goals** and formulate a clear statement of the direction your career can take. In addition, this activity helps you revise your career theme on the basis of the greater awareness you now have of your current experience and the future you desire.

1. On the basis of the ideas you wrote down in Activity A, state your short-term, intermediate, and long-term goals in the space provided. You may want to examine the following example before you write your own.

EXAMPLE

These goal statements are based upon the "day in the future" example given in Step 2 of Activity A.

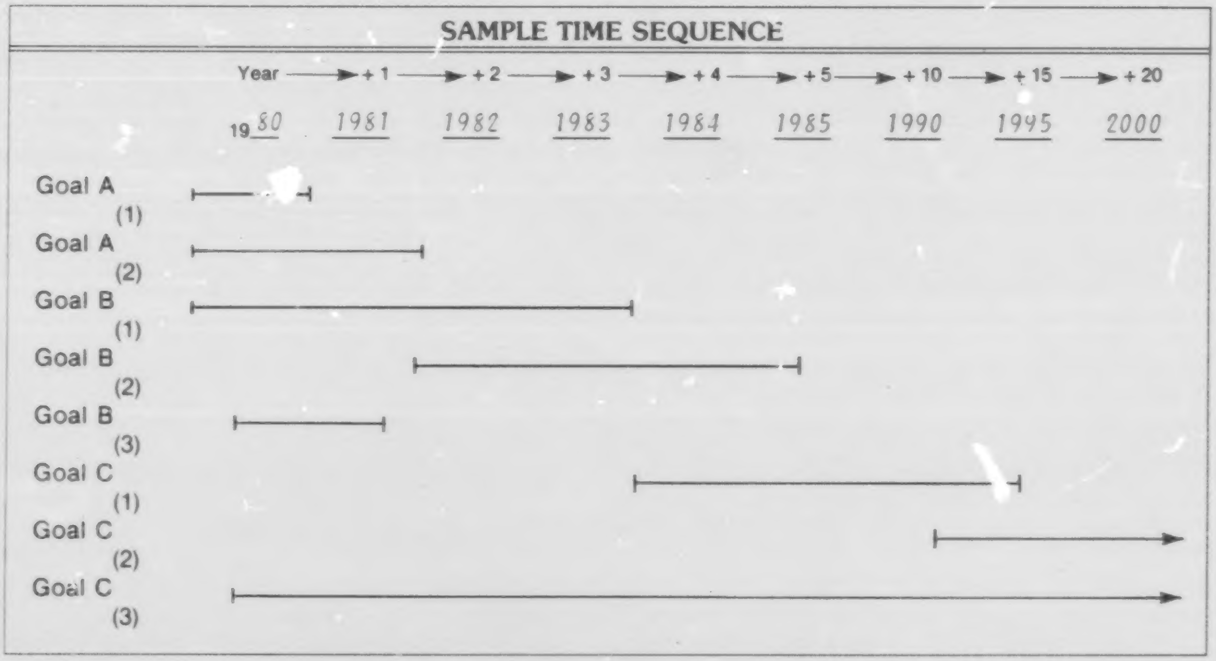
A. Short-term goals
(1) Paint water colors and draw cartoons every weekend.
(2) Develop techniques and skills needed for oil portraits.

B. Intermediate goals
(1) Learn more about commercial and graphic arts.
(2) Learn about business management.
(3) Have summer or part-time job in commercial arts.

C. Long-term goals
(1) Gain business experience after graduating from college (small company, if possible).
(2) Start my own commercial art business.
(3) Pursue political cartoon drawing as hobby.

The following sample time sequence shows the order in which the student plans to achieve some of the goals. The length of each line segment indicates the amount of time the student has allotted to accomplish the goal. Note that for the longer range goals, the person wrote in the estimated year on the chart.

SAMPLE TIME SEQUENCE



Use the spaces provided to write your goal statements and illustrate the time sequence in which you plan to achieve them. You can adjust the time sequence (your longer range goals) on the chart to fit your time estimates.

GOALS

A. Short-term goals

(1)

(2)

(3)

B. Intermediate goals

(1)

(2)

(3)

C. Long-term goals

(1)

(2)

(3)

TIME SEQUENCE

	Year	+ 1	+ 2	+ 3	+ 4	+ 5	+ 10	+ 15	+ 20
	19___	_____	_____	_____	_____	_____	_____	_____	_____
Goal A (1)									
Goal A (2)									
Goal A (3)									
Goal B (1)									
Goal B (2)									
Goal B (3)									
Goal C (1)									
Goal C (2)									
Goal C (3)									

2. By identifying your short-term, intermediate, and long-term goals, **you have refined the major direction you want your career to take.** Write a clear statement describing the career direction you have thus identified. This **synthesized** statement is your **Career Goal** and forms the basis of your career planning.

MY WAY
1. ADOLESCENT
2. YOUNG ADULT
3. ADULT
CHORUS
Oh, no, mu
re
than this
DID IT
my way.

____

____

____

____

____

3. In this unit, you have become more sensitive to the ways in which your current experiences relate to your values. You also have a greater awareness of the future you desire. You can use this new insight into your present and future to revise the career theme you wrote in Unit I.

   Remember that your career theme is the expression of your life's purpose. As you revise and update your career theme, consider the pattern that ties together the following dimensions of your life:

   - Your **past** experiences — see the information in Unit I, Activity C.
   - Your **present** or **current** experiences — see the information in Unit III, Activity A.

- Your **anticipated future experiences** — see the information in Step 2 of this activity.

Use the space provided below to write your revised career theme.

____

____

____

____

____

Summary

The Career Goals you have identified in this unit form the basis upon which you can start your career planning. Your career theme unifies your past, present, and future, giving meaning to your life. This overriding principle (your purpose) serves as a guide for anticipating future experience. The better you understand it, the more control you gain over your life. As a result, you can anticipate the future with greater confidence and plan a satisfying career.

Key Terms

Career — The totality of a person's work activity, extending throughout the person's lifetime. It is not static, but reflects changes in the person and milieu.

Career Theme — The overriding principle that gives structure and meaning to work and the sequence of one's work experiences, including education and training. The principle is made up of a person's values and the pattern of these values. When projected into the future, this principle constitutes the basis for one's Career Goal. A career theme expresses one's purpose and serves as a guide both for interpreting current experiences and for anticipating future experience.

Goals — What a person wants. Something a person wants to attain or preserve. Goals are the projection into the future of a person's values.

Values — What is important to you and the degree to which it is important. People may value, for example, other people, material things, activities, places, and/or ideas.

UNIT IV

CAREER PLANNING

Introduction

Your Career Goal statement in Unit III suggests how you intend to integrate your personal demands for a satisfying and meaningful life through work in relation to the demands of society. As such, this statement forms the basis upon which you can start your career planning. Career planning involves identifying and exploring options by which you can achieve your Career Goal. It also includes establishing standards or criteria — based on your values — which you can use to evaluate these options.

By evaluating these options against your criteria, you can identify which option is the most desirable to follow in order to reach your Career Goal. This option, once identified, becomes the basis upon which you can develop a **career plan.** Your career plan outlines the course of action you anticipate taking — the time sequence of the actions, steps, experiences, and personal growth needed to reach your Career Goal.

Careful and methodical career planning can help you search and find the best way to get from where you are to where you want to be.

Concepts

Career Planning in College

Developing a Career Plan

Activities

- Credentials and Competencies
- Educational Directions
- Exploring Career Options
- Criteria
- Anticipated Course of Action

Goal

Develop a career plan

Concept: Career Planning in College

A major vehicle for achieving your Career Goal is your present college experience. A thorough and deliberate planning of your college studies is essential in helping your reach your Career Goal. Your college degree — an important credential — will not be sufficient in securing a job. Employers will also consider the competencies (the skills and specific knowledge) you will have acquired through your college work. The following activities can help you identify the college majors and programs of study that can most effectively prepare you for the occupations that interest you. Thus, you can acquire the competencies needed to secure employment in these occupations. By planning your college studies in this manner, you are more likely to reach your Career Goal.

Activity A: Credentials and Competencies

This activity is designed to help you identify the credentials and competencies required in the occupations related to your Career Goal.

1. **Competencies** are what a person can do well. They include all the things a person has learned and the skills he or she has developed through education, training, and experience. As a person develops competencies, he or she acquires **credentials.** These state what a person should be able to do and the person's level of proficiency. Credentials usually take the form of diplomas, degrees, licenses, or certificates.

To identify the credentials and competencies required in the occupations related to your Career Goal, follow these steps:

a. Review the list of occupations you checked in Column 8, "Occupational Preferences," of Worker Trait Group Chart #3. Which of these occupations are related to the Career Goal statement you wrote at the end of Unit III? Write the occupational titles and the related Worker Trait Group numbers in the space provided on page 86.

b. To identify the credentials and competencies required in these occupations at a **general level,** use the *Worker Trait Group Guide.* In the *Guide,* locate the Worker Trait Group descriptions to which these occupations belong. Do this by using the Worker Trait Group numbers. The sections entitled "Worker Requirements" and "Preparation" provide general information on the required competencies and credentials. (The sections entitled "Clues" and "Related Formal Training Programs" provide general information on the ways you can acquire, develop, and refine these competencies and credentials.) In the space provided on page 86, list the competencies and credentials required for employment in the occupations related to your Career Goal.

c. To identify the credentials and competencies required in these occupations at a **specific level,** use the resource materials contained in the Career Information System. Use the Career Information System to research individual occupations. (Note: If your institution does not have the Career Information System, you should follow the procedure described on page 66.) Remember, the Alphabetical Card File can help you locate specific information concerning each of these occupations. In the space provided on page 86, list the specific competencies and credentials that are required for you to enter the occupations related to your Career Goal. You may also wish to list the specific competencies and credentials that would help you advance in these occupations.

2. The ways in which you have attained your current competencies and credentials can give you ideas about how to obtain those you do not have.

a. Examine the competencies and credentials you have listed, using the following questions as guidelines:

   - Do you already have any of these competencies and credentials?
   - At what level of proficiency?
   - Through what specific coursework, work experiences, community or campus activities, hobbies, or sports did you develop them?

b. Circle the competencies and credentials that you do not have. By directing your career planning toward the competencies and credentials you have circled, you are more likely to achieve your Career Goal. The remaining activities in this unit are designed to help you do so.

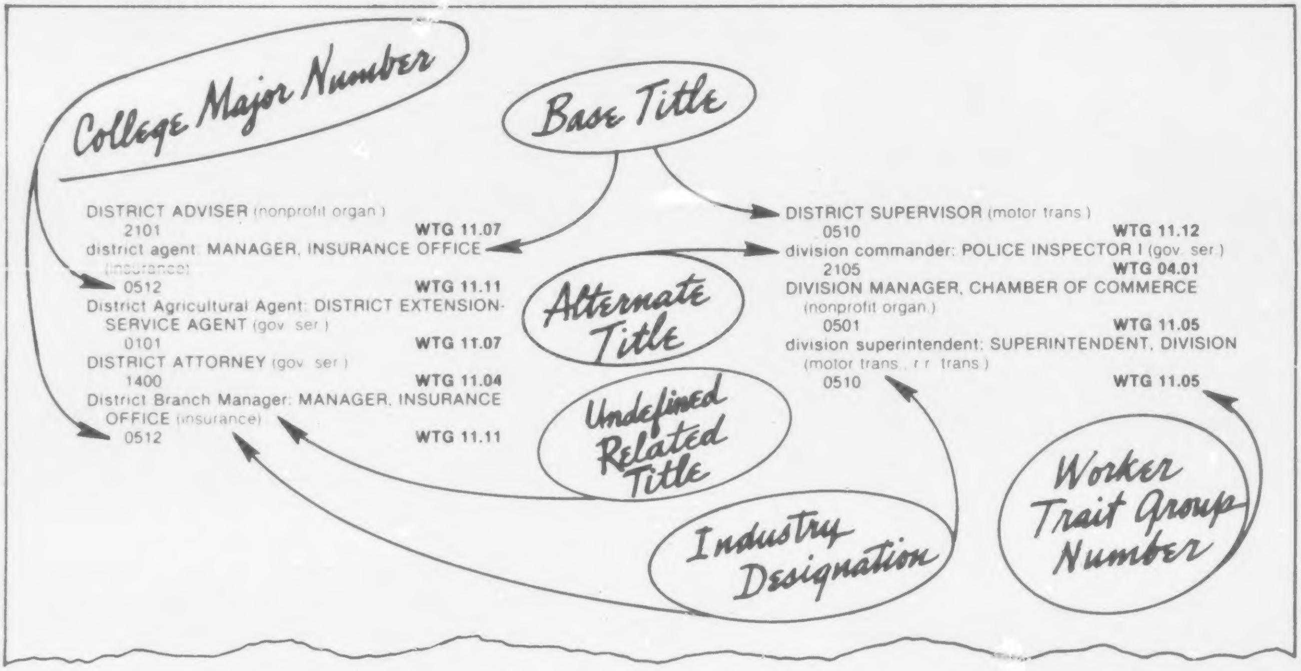
Activity B: Educational Directions

What college studies and experiences can help you develop the competencies and credentials you need to acquire in order to reach your Career

Goal? This activity helps you examine the programs, majors, and courses offered by your institution and identify those related to your goals.

1. The *College Major-Occupation Index** establishes the relationships that exist between college majors and occupations. You can use the *Index* to systematically identify the college majors that relate to your occupational preferences. The *Index* links 271 college majors — organized by 21 Fields of Study — to specific occupations. To identify the college majors related to the occupations you selected in Activity A, use Part IV of the *Index*, the Alphabetical List of Occupations. The following example will help you in reading the list.

EXAMPLE



DISTRICT ADVISER (nonprofit organ.)
2101 **WTG 11.07**
district agent: MANAGER, INSURANCE OFFICE (insurance)
0512 **WTG 11.11**
District Agricultural Agent: DISTRICT EXTENSION-SERVICE AGENT (gov. ser.)
0101 **WTG 11.07**
DISTRICT ATTORNEY (gov. ser.)
1400 **WTG 11.04**
District Branch Manager: MANAGER, INSURANCE OFFICE (insurance)
0512 **WTG 11.11**
DISTRICT SUPERVISOR (motor trans.)
0510 **WTG 11.12**
division commander: POLICE INSPECTOR I (gov. ser.)
2105 **WTG 04.01**
DIVISION MANAGER, CHAMBER OF COMMERCE (nonprofit organ.)
0501 **WTG 11.05**
division superintendent: SUPERINTENDENT, DIVISION (motor trans., r.r. trans.)
0510 **WTG 11.05**

a. Look up the occupations you have selected, following these steps:
   - Find the specific occupation(s) in the alphabetical listing. Note the college major number(s) and WTG number(s).
   - The first two digits of the college major number indicate the Field of Study. Turn to the Field of Study and read the description. Locate the college major title(s).
   - Locate the WTG in the occupational list and find the occupation.

b. Copy your Career Goal statement from Unit III, page 81. ______________________________

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*Developed by Appalachia Educational Laboratory, Inc., and published by McKnight Publishing Company.

Occupations Related to Career Goal	**Competencies**	**Credentials**
Occupational Title:	General	General
WTG #:	Specific	Specific
Occupational Title:	General	General
WTG #:	Specific	Specific
Occupational Title:	General	General
WTG #:	Specific	Specific
Occupational Title:	General	General
WTG #:	Specific	Specific
Occupational Title:	General	General
WTG #:	Specific	Specific

c. As you explore college majors and related occupations in the *Index*, consider the following points:

- Which college majors relate most closely to your academic interests and abilities?
- Which college majors seem most likely to help you develop the competencies and credentials you need to reach your Career Goal?
- Which occupations relate most closely to your Career Goal?

In the space provided below, list the college majors and related occupations you want to explore further and possibly include in your career planning. For each college major you select, list the four-digit number and title. For each occupation selected, list the main title, industry designation, nine-digit code, and Worker Trait Group number. These numbers and titles will help you locate specific academic information in your college catalog. They will also help you locate specific occupational information in the Career Information System.

COLLEGE MAJOR-OCCUPATION LIST						
College Majors			Related Occupations			
Field of Study Code	**College Major Code**	**College Major Title**	**WTG #**	**Occupational Title (Main Title)**	**Nine-Digit Code**	**Industry Designation**

2. Does your institution offer the college majors you listed in Step 1? Which of these college majors can best help you develop the competencies and credentials you need to reach your Career Goal? Your institution's undergraduate and graduate catalogs and guides can provide some of the specific academic information you may need.

The catalogs list and describe the programs of study, majors, and concentrations offered by your institution. The course descriptions included in the catalogs can help you determine how to develop the competencies and credentials you need. The college major titles used in the *Index* may not always correspond exactly to those used by your institution. Different terms may be used to describe the same basic major. Or, your institution may provide a greater specialization than normally found in a college major. If you need more specific information, contact your academic adviser or consult the faculty members associated with the programs you are considering. You may also wish to contact your college's counseling center, placement service, and student programs and activities office. Your institution offers a variety of options that relate to your Career Goal. Use all the sources of information described above to identify these options. To organize and record the information you gather, follow these steps:

a. After the word **"Requirements"** in the following spaces, list the competencies and credentials you circled in Activity A. You may also add any new competencies and credentials you identified in Step 1 of this activity. These make up the requirements you want to be able to meet in order to reach your Career Goal.

b. After the word **"Means,"** write the means by which you could acquire these credentials and competencies. These include the college majors, programs, concentrations, and related courses offered by your institution. Work-study programs, extracurricular activities, and work experience can also be means by which you may acquire these competencies and credentials. Use the ideas generated in Step 2 of Activity A to identify similar experiences available in your institution.

Occupation: ______________________________

Requirements: ______________________________

____

____

Means: ______________________________

____

____

Occupation: ______________________________

Requirements: ______________________________

____

____

Means: ______________________________

____

____

Occupation: ______________________________

Requirements: ______________________________

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Means: ______________________________

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Occupation: ______________________________

Requirements: ______________________________

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Means: ______________________________

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Occupation: ______________________________

Requirements: ______________________________

____

____

Means: ______________________________

____

____

Occupation: ______________________________

Requirements: ______________________________

____

____

Means: ______________________________

____

____

3. Review the requirements and means you have listed. Does your institution offer all the college majors you identified in Step 1 of this activity? If your institution does not offer college majors that interest you, how can you find one that does? You may have already declared a major. How does the information you have gathered relate to your major? How does it relate to your Career Goal?

Activity C: Exploring Career Options

This activity is designed to help you explore, in depth, career options by which you can reach you Career Goal.

1. Examine the information you gathered in Activity B. The different college majors, occupations, courses, and activities you listed can be combined or organized into several career options. Base each option on a college major. Then, organize, step by step and in chronological order, the sequence of courses and activities that belongs to each option. Each option should lead to the achievement of the competencies and credentials required to enter the occupation related to your Career Goal. Use the example on the following page as a guide.

CAREER OPTION EXAMPLES

Career Goal: *Helping children develop their mental, social, and physical well-being.*

Option A — Related Occupation: *Pediatrician*

1. Enter now the University Studies Program: "Natural Sciences and Mathematics."
2. Major in Biological Sciences, maintaining a grade point average of 3.5 or better.
3. Course sequence (These courses meet both medical-school entry requirements and major requirements):
   a. Biological Sciences: (100) Introduction to Biological Sciences, (121) General Botany, (122) Comparative Botany, (160) Introductory Microbiology, (181) Functional Anatomy, (190) General Zoology, (191) Invertebrate Zoology, (192) Comparative Vertebrate Anatomy, (216) General Physiology, (260) Microbiology, (319) Genetics.
   b. Chemistry: (104) Elements of Chemistry, (110) Fundamentals of Chemistry, (112) Fundamental Chemistry Laboratory, (140 + 141) General Chemistry I + II, (230 + 232) Organic Chemistry I + II, (233) Organic Chemistry Laboratory.
   c. Physics: (105) Fundamentals of Physics, (108 + 109) General Physics I + II.
   d. Mathematics: (105) Applications of Elementary Mathematics, (106) Fundamentals of Mathematics, (115 + 116) Calculus I + II.
4. Volunteer work in children's ward at community hospital (start now).
5. Complete medical school specific course requirements by end of junior year.
6. Take Medical College Aptitude Test in May of junior year.
7. Begin Medical College application process in August preceding senior year.
8. Undergraduate degree: B.S. in Biological Sciences.
9. Enter medical school.

Option B — Related Occupation: *School Social Worker*

1. Meet requirements for admission to the Social Work Major by:
   a. Completing the Social Work Foundation courses (21 hours).
   b. Completing the Social Work Core courses.
   c. Maintain a grade point average of 2.5 or better.
   d. Find volunteer or paid work experience in a social welfare agency. (Contact the Department of Children & Family Services now.)
2. Course sequence (both required and elective courses):
   a. Political Science: (105) American Government and Politics, (215) American Judicial Process, (264) Personality and Politics.
   b. Psychology: (111) General Psychology, (112) Child and Adolescent Psychology, (301 + 302) Developmental Psychology I + II.
   c. Sociology: (106) Introduction to Sociology, (107) Social Problems, (131) Social Psychology, (221) Introduction to Social Welfare, (222) Social Welfare Policies and Services, (223) Human Behavior in the Social Environment, (260) Social Stratification, (261) The Community, (263) Deviant Behavior, (264) Minority Relations, (323) Child Welfare Services, (325) Social Work Methods I & II, (367) Criminology, (368) Social Work Field Instruction.
3. Find summer jobs as camp counselor: rural areas (see 4-H agent) and urban areas. Volunteer work as teacher's aide during school year.
4. Enter the graduate program after getting B.A. degree in Social Work.

2. Work out your own career options on separate sheets of paper. Then, enter your final draft of each option in the space provided. Use a separate sheet of paper to fill out additional options.

CAREER OPTIONS

Career Goal:

Option A — Related Occupation:

Option B — Related Occupation:

3. Compare your career options, using the following questions as a guide.
   a. Which option would take the most time to implement? The least?
   b. Which option would cost the most? The least?
   c. Which option would be the most difficult to implement? The least difficult?
   d. Which option would be the most enjoyable to you? The least?
   e. Do these options represent all the ways you could reach your Career Goal?

Concept: Developing a Career Plan

Which of the career options you have explored in the preceding activities can best help you reach your Career Goal? The selection of the most desirable option should be based on your values. You can formulate your values into precise and clear statements to evaluate each of your career options. The option that emerges as the most desirable from this evaluation will be the framework upon which you can develop your career plan. Your career plan should outline, in chronological order, the course of action you anticipate taking in order to reach your Career Goal.

Activity D: Criteria

To evaluate your career options and select the best one, you will need to identify the standards or criteria an option must meet to satisfy you. The following Personal Career Factors example and your Personal Profile form will be useful to you in identifying these standards or criteria.

1. Complete the chart on page 93 according to the procedure described in the following guidelines.
   - Your standards should reflect the interests, likes, and dislikes you identified as you built your Personal Profile. Review the information recorded on your Personal Profile form. What work activities, work situations, aptitudes, subjects, and physical demands must be included in the most desirable option? Excluded from it? To what degree must these factors be included or excluded? Would you accept a factor you dislike to be able to include one that is more important to you? Use the space provided in the **A** columns in the chart on page 93 to list and assess these factors.
   - Your standards should also reflect your work and life values. Review the values you identified in Unit II, Activity K, "Career Values," and those you recorded on your Personal Profile form. Consider these values in terms of the career options and the lifestyles they involve. For example, one of your career values may be to have a high income. However, you may be willing to have a low income now to get trained for a high-income job later. In the **B** columns in the chart on page 93, indicate the degree to which each value should be included in your career.

PERSONAL CAREER FACTORS EXAMPLE

A	B	A	B
To Be Included in Most Desirable Option	**To What Degree**	**To Be Excluded from Most Desirable Option**	**To What Degree**
Activities involving direct personal contact to help or instruct others	*Absolutely*	*Math*	*Avoid if at all possible*
Writing or speaking	*Yes, if at all possible*	*Performing routine tasks*	*Willing to do now if it means I can avoid later*
Creative thinking	*Willing to "trade off" if it means more people contact*	*Activities involving processes, methods, or machines*	*Willing to do now if I can have more people contact later*
Variety in work setting	*If possible*	*High eye-hand-foot coordination*	*Yes, definitely avoid*

PERSONAL CAREER FACTORS CHART

A	B	A	B
To Be Included in Most Desirable Option	To What Degree	To Be Excluded from Most Desirable Option	To What Degree

2. So that you can effectively use the information you identified in Step 1 in evaluating your options, the information must be written in the form of **criterion statements.** Criterion statements help you indicate with some precision the degree to which a factor, or a value reflected by that factor, is important to you.

   A criterion statement is composed of the following elements: a **category,** a **condition,** and a **characteristic.**

   - The category is the basic area or domain under consideration and could include such areas as your career, life, education, or job.
   - The condition enables you to specify factors that are acceptable or not acceptable to you and to qualify each factor.
   - The characteristic identifies a value to be either included in or excluded from the domain. This characteristic is a feature or distinguishing part of the domain.

   For example, if you consider income important, you might write the following criterion statement: "My initial job (category) must provide no less than $9,000 per year (condition) income (characteristic)."

   To write criterion statements, follow the guidelines in the preceding definitions. Also, study the following examples before you formulate your own criterion statements.

EXAMPLE CRITERION STATEMENTS

Category	Condition	Characteristic
My career	/ must offer extensive opportunity	/ to help people.
My education	/ cannot extend over more than five	/ years' time.
My career	/ must not place unreasonable demands	/ on my family life.
My career	/ must eventually involve	/ supervision and management.
My life	/ must provide some chance	/ for foreign travel.
My job	/ should not include extensive	/ writing or editing.
My employment	/ ideally would be located	/ in my home state.
My work	/ must be organized around	/ a flexible schedule.
My job	/ can pay less than optimum wage if the work is	/ personally satisfying.
My career	/ must provide opportunity	/ for rapid advancement.

In writing your own criterion statements, it is important that you express your ideas clearly and concisely. Write "Category," "Condition," and "Characteristic" at the top of a separate page. Following the format shown in the preceding example, practice expressing your thoughts in this style by writing and refining your criterion statements.

Use the criteria you identified in Step 1 as the basis for your statements. When you are satisfied with the results, rank order your criterion statements to indicate the level of their importance. Then, write your statements in the space provided below.

CRITERION STATEMENTS

Priority	Category	Condition	Characteristic
1			
2			
3			
4			
5			

Activity E: Anticipated Course of Action

In this activity, you can identify the career option that is the most desirable and develop a tentative career plan based upon it.

1. To identify the most desirable option, evaluate each alternative against your criteria. In the chart provided after the example, list your Career Goal, alternatives, and criteria. For each criterion an alternative meets, put a plus (+) mark in the proper column. Enter a minus (−) mark if the alternative does not meet the criterion. If it neither adds nor detracts, leave the cell empty. The chart, when completed, will show which alternative best meets your criteria (option with the most plus marks).

EXAMPLE

	Criteria					
Goal: *Helping children develop their mental, social, and physical well-being*	**1**	**2**	**3**	**4**	**5**	
	Creative thinking	*No math (advanced)*	*Maximum 5 years preparation and training*	*High income*	*Variety in work setting*	
Alternatives						**Option Selected**
A. *Pediatrician*	+		−	+	−	
B. *School Social Worker*	+	+	+	−	+	✓
C. *Elementary School Teacher*	+	+	+	−	−	

	Criteria					
Goal:	**1**	**2**	**3**	**4**	**5**	
Alternatives						**Option Selected**
A.						
B.						
C.						
D.						
E.						

2. You may need additional information before you can develop a plan of action based on the career option selected in Step 1. Therefore, review the information you have already gathered about this option in Activity C and use the following questions to identify your planning needs.
   - Are you aware of all the required, recommended, and elective courses involved in this option? Do you have all the needed information to decide which courses to take first? Are you aware of all the possible alternatives open to you within that major? What steps would you need to take first?
   - Are you aware of your strengths and how they affect this option's course of action? Are you aware of your limitations and how they affect this option's course of action?
   - Are you aware of the ways in which this option will affect your college lifestyle, your friends, and your family? How do you plan to resolve possible areas of conflict?
   - Are you aware of ways of obtaining finances to implement this option? What are the ways? Are you aware of present obstacles that must be overcome before you can start implementing this option? Have you thought of ways to overcome them? What are the ways?
   - Will the activities in which you will be engaged during the first year be useful even if you change your plan later? Are you fully satisfied with the option you have chosen, allowing that you can revise it as you change?

   Use all available sources of information to gather the information you need to develop a plan. Talk to your family, friends, college counselor, and academic adviser. Contact your college financial-aid office and community organizations. Use the college catalogs and the Career Information System materials.

3. Develop a career plan, outlining step by step the course of action you anticipate taking within the next four or five years. Use the information you gathered in Step 2 and in Activity C. The example on page 97 shows how you can graphically illustrate your career plan. Circles are used for a start or stop, or to designate completion of a stage. Diamonds indicate decisions that could be taken. Rectangles indicate the actions, processes, or steps you plan to take. Use the space provided on pages 98 and 99 to describe your career planning.

Summary

The activities in this unit have helped you develop a career plan based on your values and the most desirable option open to you. As you take action and start implementing your plan, you will develop new knowledge about yourself and your milieu. As you change, you will need to continually revise and readjust your plan.

Career planning is a process you will continue throughout your life. The skills you have learned in this unit — exploring options, establishing criteria, and developing a plan based on the most desirable option — can help you shape a satisfying career.

Key Terms

Career Options — Different ways you can identify reaching your Career Goal. The most desirable option forms the basis for your career plan.

Career Plan — The way a person accounts for the sequence, time, and resources needed to reach a goal. A career plan gives one's goal credibility.

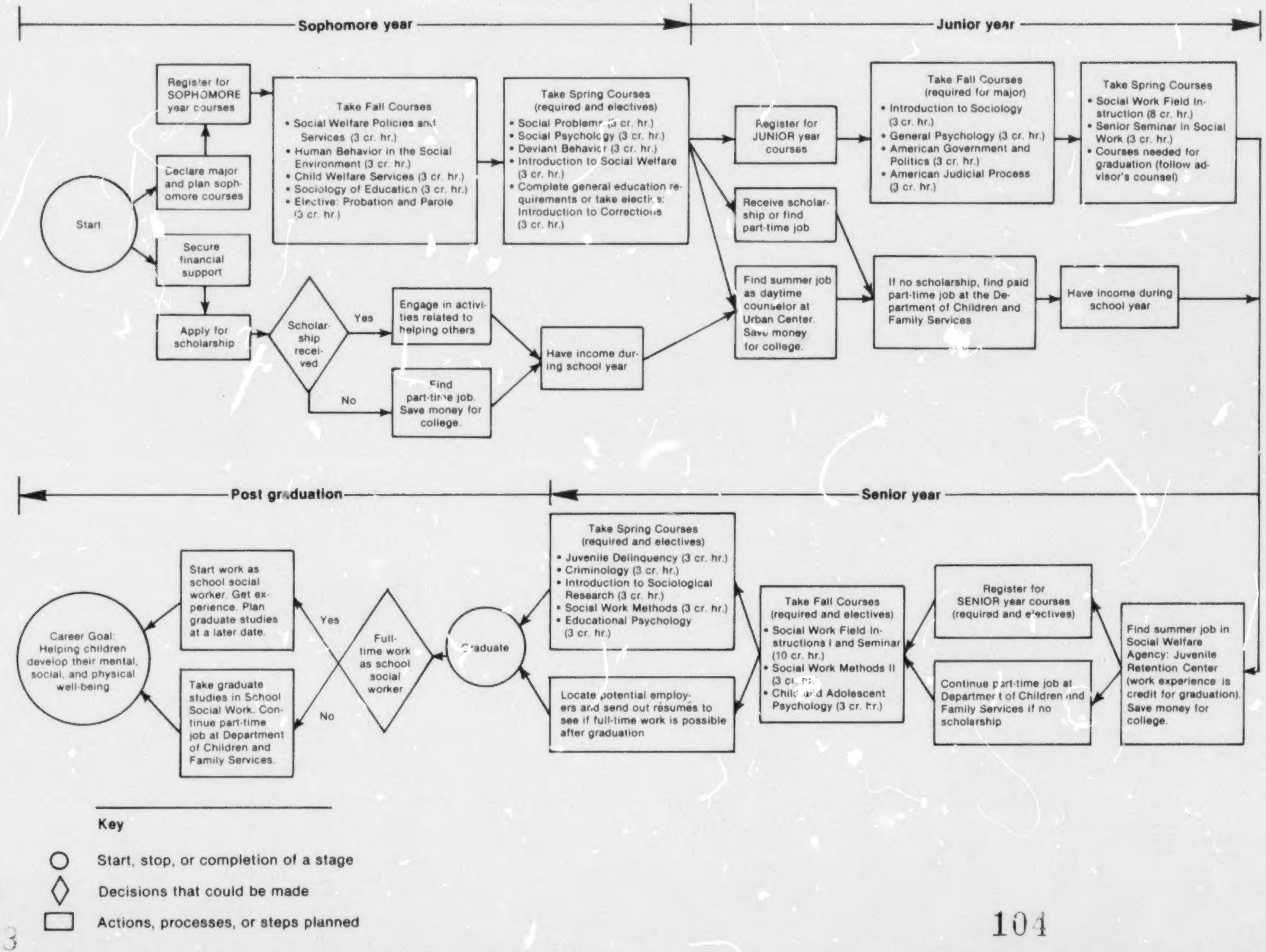
Competencies — The things a person can do well, including knowledge and skills acquired through education, training, and experience. As competencies are developed further, they may lead to occupational advancement.

Credentials — Printed statements that show what a person should be able to do. They include such things as diplomas, certificates, and licenses. Credentials are useful in getting jobs.

Criteria — Important factors that will affect a decision. Standards on which a decision may be based.

CAREER PLAN EXAMPLE

Most Desirable Option: School Social Worker


Sophomore year
Junior year
Start
Declare major and plan sophomore courses
Register for SOPHOMORE year courses
Secure financial support
Apply for scholarship
Take Fall Courses
• Social Welfare Policies and Services (3 cr. hr.)
• Human Behavior in the Social Environment (3 cr. hr.)
• Child Welfare Services (3 cr. hr.)
• Sociology of Education (3 cr. hr.)
• Elective: Probation and Parole (3 cr. hr.)
Take Spring Courses (required and electives)
• Social Problems (3 cr. hr.)
• Social Psychology (3 cr. hr.)
• Deviant Behavior (3 cr. hr.)
• Introduction to Social Welfare (3 cr. hr.)
• Complete general education requirements or take electives: Introduction to Corrections (3 cr. hr.)
Scholarship received
Yes
No
Engage in activities related to helping others
Find part-time job. Save money for college.
Have income during school year
Register for JUNIOR year courses
Receive scholarship or find part-time job
Find summer job as daytime counselor at Urban Center. Save money for college.
Take Fall Courses (required for major)
• Introduction to Sociology (3 cr. hr.)
• General Psychology (3 cr. hr.)
• American Government and Politics (3 cr. hr.)
• American Judicial Process (3 cr. hr.)
Take Spring Courses
• Social Work Field Instruction (8 cr. hr.)
• Senior Seminar in Social Work (3 cr. hr.)
• Courses needed for graduation (follow advisor's counsel)
If no scholarship, find paid part-time job at the Department of Children and Family Services
Have income during school year
Post graduation
Senior year
Find summer job in Social Welfare Agency: Juvenile Retention Center (work experience is credit for graduation). Save money for college.
Register for SENIOR year courses (required and electives)
Continue part-time job at Department of Children and Family Services if no scholarship
Take Fall Courses (required and electives)
• Social Work Field Instructions I and Seminar (10 cr. hr.)
• Social Work Methods II (3 cr. hr.)
• Child and Adolescent Psychology (3 cr. hr.)
Take Spring Courses (required and electives)
• Juvenile Delinquency (3 cr. hr.)
• Criminology (3 cr. hr.)
• Introduction to Sociological Research (3 cr. hr.)
• Social Work Methods (3 cr. hr.)
• Educational Psychology (3 cr. hr.)
Locate potential employers and send out résumés to see if full-time work is possible after graduation
Graduate
Full-time work as school social worker
Yes
No
Start work as school social worker. Get experience. Plan graduate studies at a later date.
Take graduate studies in School Social Work. Continue part-time job at Department of Children and Family Services.
Career Goal: Helping children develop their mental, social, and physical well-being
Key
Start, stop, or completion of a stage
Decisions that could be made
Actions, processes, or steps planned

CAREER PLAN OUTLINE

Most Desirable Option:______________________________

Directions: Prepare one or more drafts of your career plan before recording it in the text.

CAREER PLAN OUTLINE (cont)

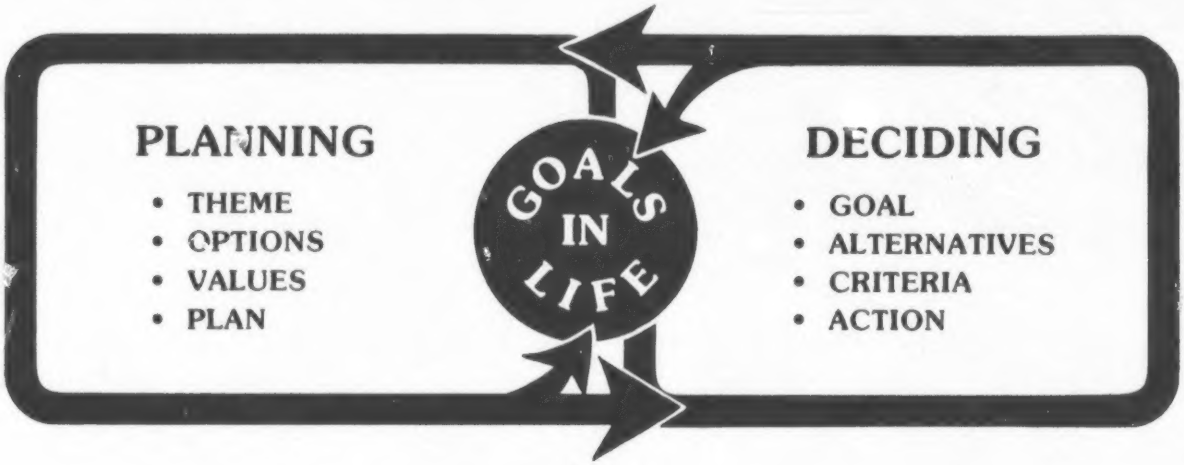
UNIT V

CAREER ACTION

Introduction

Your career plan, at a broad and general level, outlines the sequence of experiences you will need over the next four or five years to reach your Career Goal. However, unless you take action, your career plan is only a series of ideas. The activities in this unit are designed to help you make your career plan become a reality.

Concept	Activities	Goal
Career Decision-Making and Acting	• The Nature of Deciding • Experiencing a Decision Situation	Take direct action toward Career Goal



Concept: Career Decision-Making and Acting

To help your career plan become a reality, you need to take action with respect to the first step outlined in your plan. This does **not** commit you to your entire plan for the next four years. You only commit yourself to the course of action involving the first step. As you implement this first step, you achieve integration in relation to self and your milieu. Additional knowledge about yourself and the milieu will result from the action you take. This new knowledge will help you clarify your values, reassess your criteria, and identify new courses of action available to you. New decisions, based on this knowledge and on new knowledge gained through subsequent decisions, will help you continually refine your career plan. This process will increase the likelihood of your reaching your Career Goal, which will also become progressively more refined.

Activity A: The Nature of Deciding

Before you take direct action toward your Career Goal by facing an actual career decision situation, you need to have a better understanding of your present decision-making style. In this activity, you can identify the ways in which you commit yourself to courses of action and the extent of your commitments.

1. Since you were first introduced to the dimensions of a decision situation in Unit I, you have made many decisions related to your college and personal life. Some of these decisions may have had outcomes of little importance, while others may have been of greater importance. They may have ranged from deciding what to do during a weekend to deciding whether or not you will get married.

   To help you identify your present decision-making style, list as many as possible of the decisions you have made since Unit I. Use the space provided to write them down.

2. Examine the ways in which you made the decisions listed in Step 1 and the extent to which you felt you were committed to these decisions. Use the following questions as a guide.

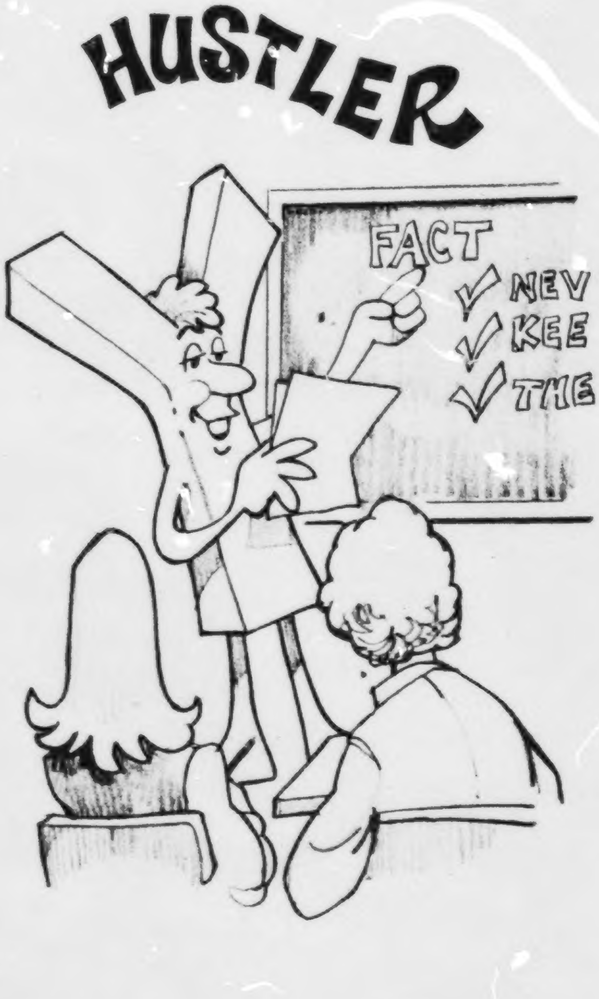
   a. Was it easy or difficult to remember the decisions you made in the past few weeks? Why? Were some decisions easier to remember than others? Were you more conscious of making a decision in certain situations? If so, what kinds of situations?

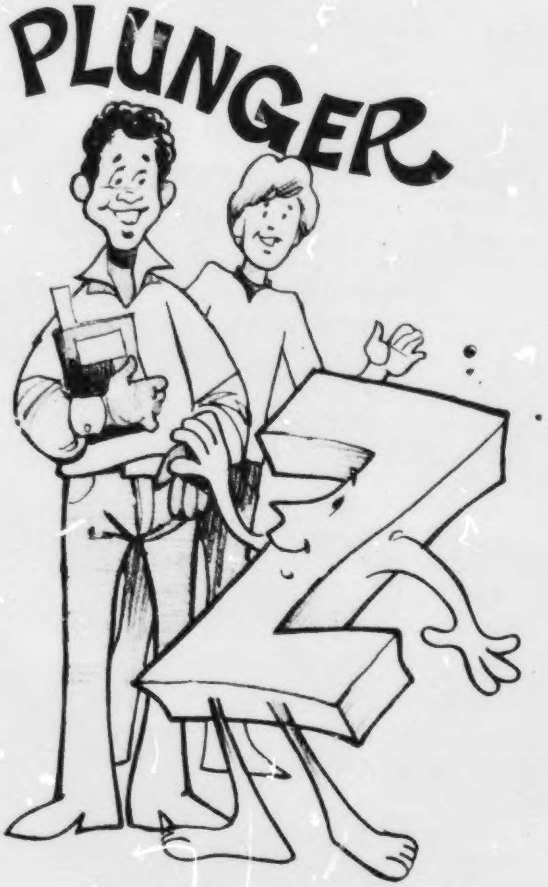
   b. Think back on the ways you made these decisions, even those decisions that were difficult to remember and that you made almost unconsciously.

Were there any situations in which you preferred to stay neutral and let people or outside events make the decisions for you? Did you prefer to delay any of these decisions as long as possible? Why? How certain did you have to be of a choice before you made a decision? What did you do when you could no longer delay a decision? Did you continue to question your decisions once they were made? How many (if any) of the decisions listed in Step 1 did you make in the style of decision-making referred to by Heath as that of the "Non-Committer"? Do you consider the decisions you made in this style of decision-making to be important or unimportant decisions? Did the degree of importance you attached to these decisions influence you to use the style of the "Non-Committer"? Were these decisions among the easiest to remember? If so, why?

NON-COMMITTER
X

Did you approach any of the decisions listed in Step 1 by gathering as many facts as possible about the external dimension of each situation — the milieu? Did you prepare definite plans of action? In preparing these plans, did you consider your inner feelings, desires, and values to be of little or no importance? Were these decisions based more on the external than the internal dimensions of the situations? How many of the decisions listed in Step 1 did you make in the style of decision-making referred to by Heath as that of the "Hustler"? Were these decisions among the easiest or the hardest to remember? Why? To what extent did you feel committed to these decisions? Did you feel obligated to stand by your decisions and pursue the chosen courses of action? Did you suppress any doubts or fleeting desires to change them?





Did you approach any of the decisions listed in Step 1 mainly by following your emotions? Did you give little or no importance to external information and facts? Were these decisions based more on the internal than on the external dimensions of the situations? How many of the decisions listed in Step 1 did you make in the style of decision-making referred to by Heath as that of the "Plunger"? Were these decisions among the easiest or the hardest to remember? Why? To what extent did you feel committed to these decisions? Did you feel you had the "right" to change your mind if there was a shift in your inner feelings or mood? Did you do so?

Did you approach any of the decisions listed in Step 1 by carefully examining both the internal and external dimensions of the situations? Did you gather facts and information about the external dimensions of each situation? Did you explore the alternatives offered by the milieu? Did you consider your inner feelings, desires, values, and goals to judge each alternative and decide? How many of the decisions listed in Step 1 did you make in the style of decision-making referred to by Heath as that of the "Reasonable Adventurer"? Were these decisions among the easiest or hardest to remember? Why? To what extent did you feel committed to these decisions? Did you pursue your chosen courses of action with confidence, reserving the freedom to carefully reexamine your decisions as the situations changed both internally and externally?

REASONABLE
ADVENTURER

c. In which style or combination of styles did you approach the majority of the decisions listed in Step 1? Remember that each person is unique and may not fit into one specific category. You may have approached the majority of your decisions in a style that involved X, Y, Z, or A temperaments or a combination of these temperaments. Has your decision-making style changed since Unit I, when you analyzed the way in which you had decided to attend college? If so, in what way has it changed? Has your decision-making style come closer to that of the "Reasonable Adventurer"? If so, in what way? If not, do you need to overcome your preference for staying neutral or do you need to examine the internal and external dimensions of decision situations in more depth?

3. The style used to approach a decision situation does not necessarily affect the decision itself. However, it affects the extent and the nature of your commitment to the chosen course of action. You may decide, for example, as a "Non-Committer," "Plunger," "Hustler," or "Reasonable Adventurer," to study on a Saturday night. Suppose you then receive an unexpected invitation to a party that promises to be a lot of fun. Would you accept or refuse the invitation on the spur of the moment? Would you question whether going to the party would affect your plans to study? Would you feel obligated to stand by your plan, or would you first explore your alternatives and evaluate them against your values, and then decide whether to refuse or accept the invitation? Would you feel that, by reevaluating, you would violate your previous plan? Or, rather, would you reexamine it in the light of new information — the invitation? What would you do? Examine your response to this decision situation in terms of your decision-making style.

By striving to approach the majority of your decisions in a style similar to that of the Reasonable Adventurer, you can increase your confidence as a decision-maker. You can experience such internally and externally examined commitments as affirmations of yourself, and thus achieve self-integration with your milieu.

Activity B: Experiencing a Decision Situation

In this activity, you can experience an actual career decision situation and begin to take direct action toward your Career Goal.

Although each person's career plan is unique, there are certain common elements. As a college student, you must at some point commit yourself to a major, a concentration, or a program if you are to earn a degree. Since the declaration of a major is a common step in a college student's career plans, it is used here as an example of the decision situations you will face throughout your career.

The groups of questions in this step are designed to help you examine the internal and external dimensions of the decision situation, "Declaration of a Major."

1. Use these sets of questions as a guide. Each group is organized around the most common possible alternatives, one of which may fit your situation. If your milieu offers any other possible alternatives, make sure to consider them as you work through the decision situation.

Declare Major Now. Does your institution's general policy require that you declare a major as soon as possible? Is declaring a major at this time a requirement of the courses related to your Career Goal? Do your parents, friends, or college adviser think that you should declare a major now? What other **external** influences are operating towards your declaring a major now? Do you think you have sufficiently explored all your career options? Are you certain of your career plan (most desirable option — Unit IV, Activity E, Step 3) and are you ready to declare a major? Does the desire to take some kind of action affect your readiness to declare a major now? What other **internal** influences operate towards your declaring a major now? How does your awareness of your decision-making style affect your readiness to declare a major?

Change Major. When you first entered college, you may have been required to declare a major. Now, the major you declared at first may not be related to the most desirable option, upon which you based your career plan. What procedures do you need to follow and what requirements must you meet to change majors at your institution? Does your institution offer the major in which you are interested? If not, what institutions offer it? Have you selected another institution you might like to attend? What procedures would you need to follow to transfer? Would you lose any credit hours by transferring to another institution? Do you need to change majors at this point? Can the courses you are following now help you toward your Career Goal? What other **external** influences are operating towards your changing your major at this time? Against changing it? Are you certain that your new major is the best way to reach your Career Goal? Could changing majors possibly be a way for you simply to explore a new option? If so, could you do this by taking electives without formally changing majors? What other decisions are you facing? How do they affect your readiness to change majors and/or institutions? What other **internal** influences operate towards your changing majors at this time? Against it? How does your awareness of your decision-making style affect your readiness to change majors at this time?

Not Declare Major Now. How long does your institution's general policy allow you to delay making a formal declaration about your major? Can you start courses related to your Career Goal without formally declaring a major? Do you lack information about your occupational and educational options? Is the career option upon which you chose to base your career plan in Unit IV still a very tentative one in your mind? Do you lack information about yourself and your values? How certain do you expect to be of a major before you commit yourself to it? How much risk do you feel is necessary or desirable? What advantages are there to not declaring a major at this point? What disadvantages are there to not declaring a major now? What other **external** and **internal** influences are operating towards your not declaring a major at this time? To what extent does your awareness of your decision-making style affect your hesitance to declare? Do you prefer to avoid or delay making decisions in general, or do you feel truly unprepared to make this specific decision?

Confirm Major Already Declared. You may have had to declare a major when you first entered college. Does the career plan you developed in Unit IV correspond to your present major? Do you now feel "really committed" to your major, having clarified your values and having explored other possible career options? To change majors, you would have to follow procedures, possibly lose credits, or perhaps change institutions. To what extent do these factors operate towards your confirming your present major? What other **internal** and **external** influences may operate towards your confirming your present major? How does your awareness of your decision-making style affect your readiness to confirm your major? Do you feel obligated to a previous commitment? Do you dislike change in general?

2. Use the following Decision-Making Worksheet to work through the decision situation and list the steps you must take to implement your decision.

DECISION-MAKING WORKSHEET

DECISION SITUATION: Declaration of a College Major.

Knowledge of Self in Relation to the Decision Situation

Think about your career theme — interests, likes, dislikes, strengths, weaknesses, values, and goals — as it relates to the decision situation. List your responses in the space below.

Criteria

Give evidence of your understanding of yourself in relation to the decision situation by listing your values and goals (criteria) in order of importance.

1.

2.

3.

4.

5.

Knowledge of Milieu in Relation to the Decision Situation

Gather facts and information about your milieu as they relate to the decision situation. List your findings in the space below.

Alternatives

Give evidence of your understanding of the milieu in relation to the decision situation by listing the alternatives (options) you have found.

A.

B.

C.

D.

E.

SELECTING THE MOST DESIRABLE ALTERNATIVE

Evaluate each of the **alternatives** against your **criteria.** Place a plus (+) mark to indicate that an alternative meets a criterion. Enter a minus (–) mark if it does not. Leave the cell empty if the alternative neither adds to nor detracts from the criterion. Select the most desirable alternative (**option**).

	Criteria					
Goal:	1	2	3	4	5	
Alternatives						Option Selected
A.						
B.						
C.						
D.						
E.						

DECIDING

State the option you have selected. This option represents the alternative to which you are committing yourself. Describe the actions you must take to implement your decision. In the space provided, indicate when you complete each action.

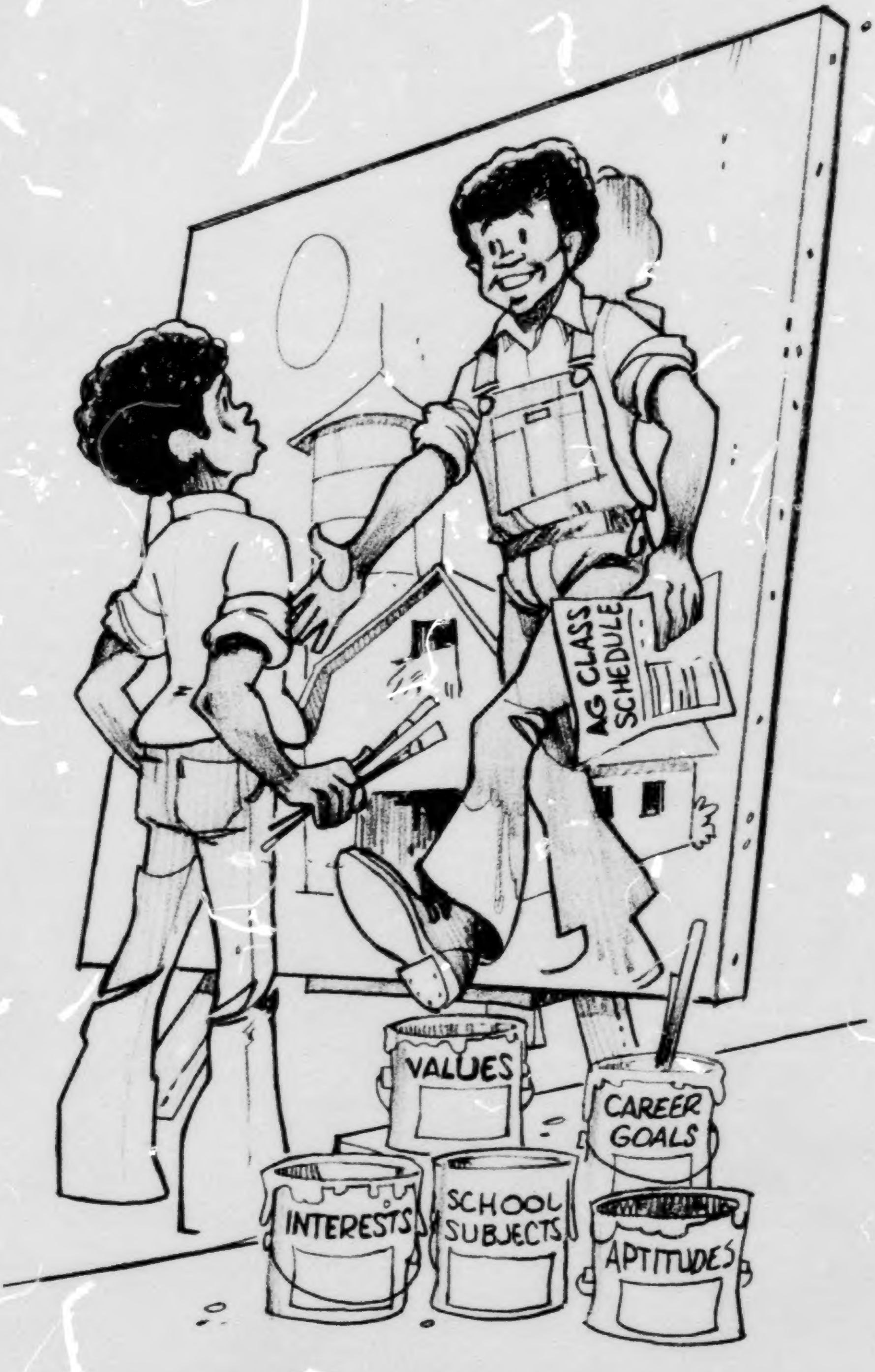
Alternative Selected: ______________________________

____

	Action	**Date Completed**	**Result**
1.			
2.			
3.			

Summary

The activities in this unit have helped you experience a career decision situation. You have taken conscious action to implement this decision. This action will provide you with additional information, and will enable you to reassess and refine your career plan to further progress toward your Career Goal. You have entered a continuous cycle of planning and decision-making.


AG CLASS SCHEDULE
VALUES
CAREER GOALS
INTERESTS
SCHOOL SUBJECTS
APTITUDES

UNIT VI

CAREER PROGRESS

Introduction

The preceding units presented the elements of the planning and decision-making process in a linear fashion. As a result, you were able to examine each element fully and apply it to an aspect of your career development presently relevant to you: the planning of your college studies and the selection of an occupation. However, career planning and decision-making is not a step-by-step process or a one-time event.

In this unit, planning and decision-making are presented as a continuous and ongoing process in which all the elements occur concurrently.

Concept	Activities	Goal
Planning and Deciding	• Taking Control Over Your Life: Today and Tomorrow • Planning and Deciding: How Does It Apply to You?	Help you take control over your career through continuous planning and deciding

Concept: Planning and Deciding

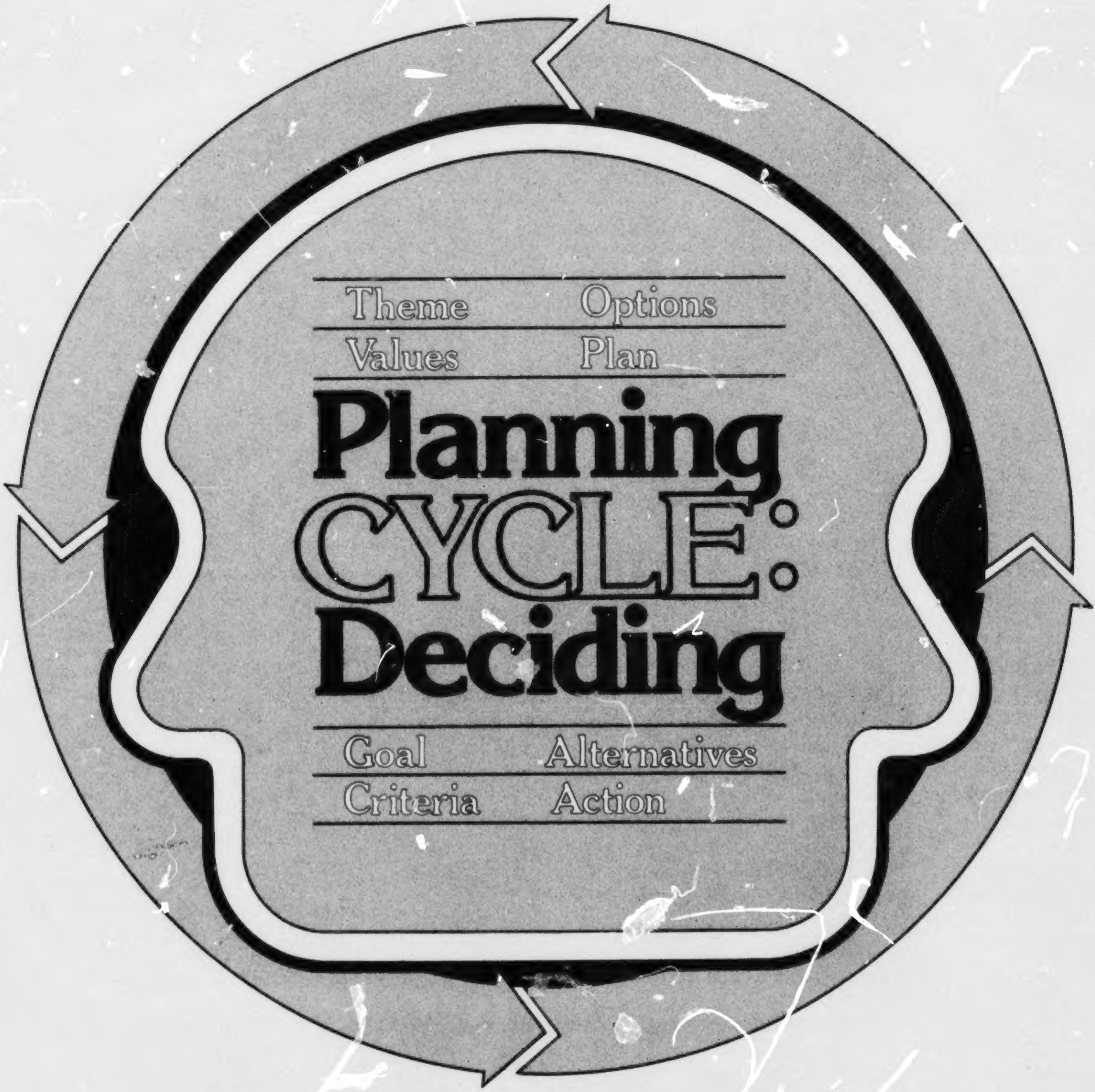
Formulating **goals**, searching and generating **options** to reach them, establishing **criteria** for assessing these options, and **deciding** on a course of action are not separate events. All these elements of the planning and deciding process occur concurrently, interact, affect, and help form and develop one another in an ongoing, continuous way. Each action you take is the implementation of a choice that generates new knowledge and value. This new experience gives you additional information about your options, criteria, and goals, and helps you develop them further. The diagram on page 110 illustrates the concurrent, continuous, and repetitive interaction of the elements of planning and deciding.

By becoming aware of this process and how it functions, you can apply it to all aspects of your career development throughout your life. Consciously choosing actions through which you can pursue your interests, develop abilities, implement your values, and explore options increases your control over your life. The awareness that you have a choice is a precondition to personal freedom.

Activity A: Taking Control Over Your Life: Today and Tomorrow

The planning and deciding process can be applied not only to major decision situations such as declaring a major, choosing an occupation, and deciding to marry, but also to the relatively small decisions you confront continually. By applying the planning and deciding process to your daily life, you can direct the flow of your day-to-day experiences toward your Career Goal. As a result, you can achieve conscious, ongoing control over your life. In this activity, you can learn how to apply the planning and deciding process to your daily life by working through a series of actual decision situations.

1. As a college student, one of the decision situations you confront regularly is the selection of courses. Therefore, each course decision and the subsequent decision situations that will result from it are used here as an example to help you learn how to apply the process to your daily life. Whether you have decided to declare, confirm, change, or not declare your major, you need to select your courses for the next quarter or semester. Depending on your actual decision situation, you may want to select courses for your entire semester or quarter schedule or decide on an elective course. Describe the specific situation in the space provided at the beginning of the Decision-Making Worksheet. Then, use the Decision-Making Worksheet to work through your decision.



DECISION-MAKING WORKSHEET

DECISION SITUATION: ______________________________

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Knowledge of Self in Relation to the Decision Situation

Think about your career theme — interests, likes, dislikes, strengths, weaknesses, values, and goals — as it relates to the decision situation. List your responses in the space below.

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Criteria

Give evidence of your understanding of yourself in relation to the decision situation by listing your values and goals (criteria) in order of importance.

1. ______________________________
   ____
2. ______________________________
   ____
3. ______________________________
   ____
4. ______________________________
   ____
5. ______________________________
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Knowledge of Milieu in Relation to the Decision Situation

Gather facts and information about your milieu as they relate to the decision situation. List your findings in the space below.

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Alternatives

Give evidence of your understanding of the milieu in relation to the decision situation by listing the alternatives (options) you have found.

A. ______________________________
   ____
B. ______________________________
   ____
C. ______________________________
   ____
D. ______________________________
   ____
E. ______________________________
   ____

SELECTING THE MOST DESIRABLE ALTERNATIVE

Evaluate each of the **alternatives** against your **criteria.** Place a plus (+) mark to indicate that an alternative meets a criterion. Enter a minus (−) mark if it does not. Leave the cell empty if the alternative neither adds to nor detracts from the criterion. Select the most desirable alternative (**option**).

Goal:	Criteria					
	1	2	3	4	5	
Alternatives						Option Selected
A.						
B.						
C.						
D.						
E.						

DECIDING

State the option you have selected. This option represents the alternative to which you are committing yourself. Describe the actions you must take to implement your decision. In the space provided, indicate when you complete each action.

Alternative Selected: ______________________________

____

	Action	**Date Completed**	**Result**
1.			
2.			
3.			

2. Subsequent decision situations that result from the selection of a course may include:
   - Selecting a topic for a paper or project due in the course that will meet both personal and course requirements.
   - Choosing literature to read or experiences related to your topic and determining the best way to organize your findings.
   - Scheduling your work in relation to other interests and obligations.
   - Evaluating your progress and adjusting your work and schedule to meet new and changing values and requirements.

   a. Think through such a series of decision situations in order to direct and organize your daily life in as much detail as possible. Work through each decision situation on a separate sheet of paper. Use the format and directions of the preceding Decision-Making Worksheet as a guide.

   b. After you have worked through the series of decision situations, consider the following questions:
      - How would the action taken to implement each successive decision help clarify your values (criteria), alternatives, and goals?
      - How did each element of the planning and deciding process (goals, criteria, alternatives, and deciding) interact and affect one another as you worked through each decision situation?
      - To what extent has your awareness of your Career Goal and career theme helped you give direction to your daily life (in relation to the decision situation)?
      - How has a greater consciousness of the planning and deciding process increased your options, your freedom to choose, your control?

      It is important that you **do** take action to implement each of your decisions. Deciding has been defined as the **action** by which a person achieves self-integration in relation to his or her milieu. Without action, a "decision" is still planning. Only by actually **applying** the planning and deciding process can you experience control over your daily life.

3. In Steps 1 and 2, you used the planning and deciding process and your awareness of your Career Goal to give direction and meaning to your daily life. You can use the knowledge gained at that daily level of career management to reassess your Career Goal and revise your career plan.

   a. Reassess your Career Goal, using the new information about yourself and your milieu gained in Steps 1 and 2. In the space provided, state your reassessed Career Goal.

   ____

   ____

   ____

   ____

   b. In light of your reassessed Career Goal and the new information you have gained, update and revise your career plan on pages 98 and 9?. You may now be able to outline your career plan in much greater detail, at least for the next semester. Include any extracurricular or leisure activities, volunteer work, jobs, or hobbies that may also help you reach your Career Goal. You may want to prepare another plan to accommodate new information.

Your career development progresses through a continuous cycle of planning and deciding at various levels. The new experiences you have at the daily or short-range level of career management will help you to clarify and reassess your long-range Career Goal and plan. In turn, your refined and revised long-range Career Goal and plan will help to direct and give meaning to your daily life.

Activity B: Planning and Deciding: How Does It Apply to You?

This program has focused on helping you learn planning and decision-making skills and on helping you learn to apply these skills to one aspect of your career development — education. This activity is designed to help you assess how much these skills have influenced your personal life and how they can help you in the future.

Consider and reflect on what you have learned in this course. Use the following questions as a guide.

a. Was it difficult for you to complete the activities in this course? Why or why not?

b. Did you apply the program's concepts and skills **only** to activities and assignments related to the course? If so, why? If not, why not?

c. How much did the program's concepts influence your personal life outside the course?

Did you try to apply the skills you learned to other courses? To other aspects of your career development? To your social life? If so, to what extent? How useful were these skills to you? In the space provided, describe how and to what extent the course has changed your college life, career direction, and personal life.

Now, think and identify how, in the future, you could apply the knowledge and skills learned in this course to increase your control not only over your career, but over your life.

Summary

A major part of career development is career planning and decision-making. Your exploration of yourself and the world around you gives you knowledge upon which to base purposeful career decisions. As you grow and change, you can continue the process of clarifying your values and your career theme. The projection of these values into the future forms a statement of your Career Goal. With your Career Goal in mind, you can identify both the options for achieving this goal and the criteria for judging these options. The actions you choose will result in new information, which you can use to reassess your Career Goal and your plan for achieving it. This continuous process allows you to respond to factors you cannot foresee or control. By keeping yourself open to new information, you can develop a career that is in accord with your values and opportunities, yet leaves you free to grow.

REASONABLE ADVENTURER
1

APPENDICES

FIELD OF STUDY–WORKER TRAIT GROUP CHART

Instructions

- IF YOUR INTEREST IS IN A FIELD OF STUDY: locate the preferred Field of Study and read the row of cells across. Each "x" identifies a Worker Trait Group containing occupations that relate to majors in the field.
- IF YOUR INTEREST IS IN A WORKER TRAIT GROUP: locate the preferred Worker Trait Group and read the column of cells down. Each "x" identifies a Field of Study that includes majors related to occupations in the Worker Trait Group.

CAUTION! RELATIONSHIPS MARKED **DO NOT** MEAN THAT **ALL** MAJORS IN A FIELD OR **ALL** OCCUPATIONS IN A GROUP ARE RELATED.

For More Information

- ABOUT FIELDS OF STUDY: use the **College Major-Occupation Index.** This index describes each Field of Study and relates College Majors within each field to occupations.
- ABOUT WORKER TRAIT GROUPS: use the **Worker Trait Group Guide.** This guide describes each Worker Trait Group and lists examples of occupations within each group.

NOTE: THIS CHART IS PART OF THE APPALACHIA EDUCATIONAL LABORATORY, CAREER INFORMATION SYSTEM, FOUND IN MANY SCHOOL AND COLLEGE LIBRARIES, CAREER RESOURCE AND COUNSELING CENTERS.

WORKER TRAIT GROUPS

FIELDS OF STUDY	01.01 Literary Arts	01.02 Visual Arts	01.03 Performing Arts: Drama	01.04 Performing Arts: Music	01.05 Performing Arts: Dance	02.01 Physical Sciences	02.02 Life Sciences	02.03 Medical Sciences	02.04 Laboratory Sciences	03.01 Managerial Work: Nature	04.01 Safety & Law Enforcement	05.01 Engineering	05.02 Managerial Work: Mechanical	05.03 Engineering Technology	07.01 Administrative Detail	08.01 Sales Technology	10.01 Social Services	10.02 Nursing & Therapy Services	11.01 Mathematics & Statistics	11.02 Education & Library Services	11.03 Social Research	11.04 Law	11.05 Business Administration	11.06 Finance	11.07 Services Administration	11.08 Communications	11.09 Promotion	11.10 Regulations Enforcement	11.11 Business Management	11.12 Contracts and Claims	12.01 Sports	FIELDS OF STUDY
0100 AGRICULTURE							x			x	x					x				x	x		x	x	x			x				**0100** AGRICULTURE
0200 ARCHITECTURE		x										x									x						x					**0200** ARCHITECTURE
0300 AREA STUDIES						x															x						x					**0300** AREA STUDIES
0400 BIOLOGICAL SCIENCES							x		x			x													x							**0400** BIOLOGICAL SCIENCES
0500 BUSINESS & MANAGEMENT												x	x	x	x	x			x		x	x	x	x	x		x	x	x	x		**0500** BUSINESS & MANAGEMENT
0600 COMMUNICATIONS	x	x	x	x												x							x			x	x			x		**0600** COMMUNICATIONS
0700 COMPUTER & INFORMATION SCIENCES												x							x					x								**0700** COMPUTER & INFORMATION SCIENCES
0800 EDUCATION		x		x				x							x		x			x	x				x						x	**0800** EDUCATION
0900 ENGINEERING						x	x		x			x	x	x					x							x						**0900** ENGINEERING
1000 FINE & APPLIED ARTS	x	x	x	x	x															x					x		x					**1000** FINE & APPLIED ARTS
1100 FOREIGN LANGUAGES																				x						x						**1100** FOREIGN LANGUAGES
1200 HEALTH PROFESSIONS							x	x	x								x	x							x			x				**1200** HEALTH PROFESSIONS
1300 HOME ECONOMICS							x								x					x			x		x			x	x			**1300** HOME ECONOMICS
1400 LAW																						x										**1400** LAW
1500 LETTERS	x		x																	x	x					x						**1500** LETTERS
1600 LIBRARY SCIENCE																				x					x							**1600** LIBRARY SCIENCE
1700 MATHEMATICS						x													x													**1700** MATHEMATICS
1800 MILITARY SCIENCES																				x												**1800** MILITARY SCIENCES
1900 PHYSICAL SCIENCES						x	x		x					x											x							**1900** PHYSICAL SCIENCES
2000 PSYCHOLOGY																	x				x											**2000** PSYCHOLOGY
2100 PUBLIC AFFAIRS & SERVICES											x		x		x		x				x		x		x		x	x	x	x		**2100** PUBLIC AFFAIRS & SERVICES
2200 SOCIAL SCIENCES	x					x	x												x		x				x		x					**2200** SOCIAL SCIENCES
2300 THEOLOGY				x													x								x							**2300** THEOLOGY

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Career Decision-Making Program

Item No. 5851 McKnight Publishing Company
Bloomington, Illinois

SCHOOL SUBJECT – WORKER TRAIT GROUP CHART

DIRECTIONS

1. To identify the Worker Trait Groups related to subjects you prefer follow the **rows** of your chosen subjects **across** the chart. The codes A or B appear in the columns of the Worker Trait Groups related to the subjects.

2. To identify the subjects related to the Worker Trait Groups which interest you, follow the **columns** of your chosen Worker Trait Groups **down** the chart. The codes A or B appear in the rows of the subjects related to the Worker Trait Groups.

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Charleston, West Virginia

			01 ARTISTIC								02 SCIENTIFIC				03 NATURE				04 AUTHORITY		05 MECHANICAL												06 INDUSTRIAL			
		SCHOOL SUBJECTS	01 01 Literary Arts	01 02 Visual Arts	01 03 Performing Arts: Drama	01 04 Performing Arts: Music	01 05 Performing Arts: Dance	01 06 Technical Arts	01 07 Amusement	01 08 Modeling	02 01 Physical Sciences	02 02 Life Sciences	02 03 Medical Sciences	02 04 Laboratory Technology	03 01 Managerial Work: Nature	03 02 General Supervision: Nature	03 03 Animal Training and Care	03 04 Elemental Work: Nature	04 01 Safety and Law Enforcement	04 02 Security Services	05 01 Engineering	05 02 Managerial Work: Mechanical	05 03 Engineering Technology	05 04 Air and Water Vehicle Operation	05 05 Craft Technology	05 06 Systems Operation	05 07 Quality Control	05 08 Land Vehicle Operation	05 09 Materials Control	05 10 Skilled Hand and Machine Work	05 11 Equipment Operation	05 12 Elemental Work: Mechanical	06 01 Production Technology	06 02 Production Work	06 03 Production Control	06 04 Elemental Work: Industrial
ACADEMIC	Language	1 Language Skills	A																B																	
		2 Literature	B																																	
		3 Composition	A																																	
		4 Speech			B																															
		5 Foreign Languages																																		
	Math	6 Basic Math Skills													B							B			B	B	B	B	B	B			B	B	B	
		7 Algebra / Geometry									B			B							A		B													
		8 Advanced Math									B	B	B	B							A		B	B												
	Science	9 Biological Sciences										A	A	B	B																					
		10 Chemistry									B	B	B	A							A															
		11 Physics									A		B	B							A		B	B												
		12 Earth / Space Sciences									A																									
	Social Studies	13 History																																		
		14 Government																	B																	
		15 Sociology																	B																	
		16 Geography									B													B												
	Health and Physical Education	17 Health										B	B																							
		18 Physical Education					B			B									B	B																
	Art	19 Studio Arts and Crafts		A				B																												
		20 Drama			A																															
		21 Music				A																														
VOCATIONAL	Industrial Arts	22 Manufacturing		B				B													B	B	B		B					B		B	B	B	B	B
		23 Product Services																			B	B			B					B		B				
		24 Transportation																			B		B	B	B			B			B	B				
		25 Construction																			B		B		B							B				
		26 Communications		B																	B	B	B		B					B		B				
		27 Energy / Power Systems																			B				B	B				B		B	B	B		
	Home Economics	28 Consumer and Homemaking								B			B												B					B		B	B			B
		29 Child Care																																		
		30 Food Management																							A					A						
		31 Clothing, Textiles, Home Furnishings						A																	A									A		A
		32 Institutional & Home Management																														A				
	Agriculture	33 Agricultural Production										A			A	A	A	A																		
		34 Agricultural Services													A	A		A																		
		35 Mechanics														A		A							A					A						
	Distributive Education	36 General Merchandising & Marketing		A																																
		37 Services																																		
		38 Finances																																		
	Health	39 Medical-Dental Technology												A											A											
		40 Nursing Care																																		
	Office	41 Accounting																																		
		42 General Clerical																											A			A				
		43 Secretarial & Typing																																		
		44 Data Processing																																		
	Technical and Industrial	45 Air Conditioning & Refrigeration																							A											
		46 Appliance Repair / Small Engine Repair																							A					A						
		47 Automotive Services and Diesel																							A					A						
		48 Commercial Art / Photography / Graphic Art		A				A																	A					A						
		49 Construction and Maintenance																							A					A		A				
		50 Drafting																					A													
		51 Electrical / Electronic																							A	A				A			A			
		52 Metalworking																							A					A		A	A	A	A	A
		53 Personal Services																																		
		54 Quantity Food																							A					A		A		A		A
		55 Textile / Leather / Upholstering																							A								A	A	A	A
		56 Woodworking																							A					A				A		

SCHOOL SUBJECT – WORKER TRAIT GROUP CHART

CODE DEFINITIONS

Code A. The subject and the Worker Trait Group are **directly** related. The content, knowledge, and skills taught in the subject are **essential** to workers in the group of occupations.

Code B. The subject and the Worker Trait Group are **indirectly** related. The knowledge and skills taught in the subject are **helpful** to workers in this group of occupations.

07 BUSINESS DETAIL							08 PERSUASIVE			09 ACCOMMODATING					10 HUMANITARIAN			11 SOCIAL – BUSINESS												12 PHYSICAL PERFORMING		SCHOOL SUBJECTS		
07 01 Administrative Detail	07 02 Mathematical Detail	07 03 Financial Detail	07 04 Information Processing Speaking	07 05 Information Processing Records	07 06 Clerical Machine Operation	07 07 Clerical Handling	08 01 Sales Technology	08 02 General Sales	08 03 Vending	09 01 Hospitality Services	09 02 Barbering and Beauty Services	09 03 Passenger Services	09 04 Customer Services	09 05 Attendant Services	10 01 Social Services	10 02 Nursing and Therapy Services	10 03 Child and Adult Care	11 01 Mathematics and Statistics	11 02 Educational and Library Services	11 03 Social Research	11 04 Law	11 05 Business Administration	11 06 Finance	11 07 Services Administration	11 08 Communications	11 09 Promotion	11 10 Regulations Enforcement	11 11 Business Management	11 12 Contracts and Claims	12 01 Sports	12 02 Physical Feats			
B			B	B			B	B		B					B				A	B	B	B		B	A	B	B	B				1 Language Skills	Language	ACADEMIC
																			A													2 Literature		
																			A	B				B	A							3 Composition		
															A				A		A	B		B		B						4 Speech		
																			A						A							5 Foreign Languages		
B	A	B	B	B	B		B	B					B						A			B	A	B		B	B	B	B			6 Basic Math Skills	Math	
																		A	A													7 Algebra / Geometry		
																		A	A													8 Advanced Math		
																A			A													9 Biological Sciences	Science	
																B			A													10 Chemistry		
																			A													11 Physics		
																			A													12 Earth / Space Sciences		
																			A	A	B											13 History	Social Studies	
																			A	A	B	B					B					14 Government		
															A	B			A	A	B	B		A			B					15 Sociology		
																			A													16 Geography		
															B	B	B		A					B								17 Health	Health and Physical Education	
																			A											A	A	18 Physical Education		
																			A													19 Studio Arts and Crafts	Art	
																			A													20 Drama		
																			A													21 Music		
																			A													22 Manufacturing	Industrial Arts	VOCATIONAL
																			A													23 Product Services		
												B							A													24 Transportation		
																			A													25 Construction		
					B														A													26 Communications		
																			A													27 Energy / Power Systems		
								B		B			B	B	B	B	B		A													28 Consumer and Homemaking	Home Economics	
																	A		A													29 Child Care		
										A			A	A					A									A				30 Food Management		
																			A													31 Clothing, Textiles, Home Furnishings		
										A							A		A													32 Institutional & Home Management		
																			A													33 Agricultural Production	Agriculture	
																			A					A								34 Agricultural Services		
																			A													35 Mechanics		
		A					A	A					A						A			A				A		A				36 General Merchandising & Marketing	Distributive Education	
		A	A				A	A					A	A					A									A				37 Services		
A	A						A												A				A						A			38 Finances		
																	A		A													39 Medical-Dental Technology	Health	
																A	A		A													40 Nursing Care		
	A	A			A														A				A									41 Accounting	Office	
A	A		A	A		A													A													42 General Clerical		
A				A	A														A													43 Secretarial & Typing		
					A													A	A													44 Data Processing		
																			A													45 Air Conditioning & Refrigeration	Technical and Industrial	
																			A													46 Appliance Repair / Small Engine Repair		
																			A													47 Automotive Services and Diesel		
																			A													48 Commercial Art / Photography / Graphic Art		
																			A													49 Construction and Maintenance		
																			A													50 Drafting		
																			A													51 Electrical / Electronic		
																			A													52 Metalworking		
											A			A					A													53 Personal Services		
										A			A	A					A									A				54 Quantity Food		
																			A													55 Textile / Leather / Upholstering		
																			A													56 Woodworking		

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Directions: Record the Level Number Here											
Aptitude Code	G	V	N	S	P	Q	K	F	M	E	C

Name ______________________________

Cut along the dotted line when told in Step 3 of the activity.

APTITUDE SELF-ESTIMATE RECORD

Directions: Refer to the aptitudes information in Step 2 of Activity E, Unit II. In the box below, each aptitude is listed. Place an "X" in the column indicating the level at which you rate yourself for each aptitude. Compare yourself with the general working population. Read the aptitude descriptions and clues related to each level in your workbook. Select the level that represents your HIGHEST self-estimate. Some items in the lower-level examples may describe traits you possess. In such a case, again use your highest self-estimate. Be as accurate as you can. An accurate record will help you in your career exploration.

After you have estimated your level for each aptitude, write those LEVEL NUMBERS in the proper boxes along the edge of the paper above. You will relate your aptitude self-estimates to Worker Trait Group aptitudes in Step 3 of the activity.

APTITUDES		Lowest Third		Middle Third	Highest Third	
		10%	23%	33%	23%	10%
		Level 5	Level 4	Level 3	Level 2	Level 1
General	G					
Verbal	V					
Numerical	N					
Spatial	S					
Form Perception	P					
Clerical Perception	Q					
Motor Coordination	K					
Finger Dexterity	F					
Manual Dexterity	M					
Eye-Hand-Foot Coordination	E					
Color Discrimination	C					

APTITUDES INDEX

The Aptitudes Index is to be used with a strip of paper from the Aptitude Self-Estimate Record found on page 120 of this workbook. Be sure you record the number for the level of your self-estimate for each aptitude in the boxes along the top edge of the strip of paper.

To compare your aptitude estimates with the aptitudes of each Worker Trait Group, align the appropriate boxes on the strip of paper with the aptitude columns on the chart. Slide the strip of paper down the page, stop at each Worker Trait Group, and compare your estimates with the aptitude levels listed. Compare only those of your aptitudes that match up with the aptitudes listed for each Worker Trait Group. When your self-estimates are equal to or exceed the level of aptitude given for each Worker Trait Group, draw a circle around the code number for the Worker Trait Group (e.g., 01.01). Remember: for your scores to exceed the level of the Worker Trait Group, the number must be lower (Level 1 — high, to Level 5 — low).

Worker Trait Group		Key Aptitudes by Level										
No.	Title	G	V	N	S	P	Q	K	F	M	E	C
01.01	Literary Arts	1-2	1-2									
01.02	Visual Arts	2-3			2	2		2-3	1-2-3	2-3		2
01.03	Performing Arts: Drama	2	2									
01.04	Performing Arts: Music	1-2-3	1-2-3			2-3	2-3	2	2	2	1-2	
01.05	Performing Arts: Dance	2-3			2-3			2-3			1-2	
01.06	Technical Arts	3			2-3	2-3		3	2-3	3		3
01.07	Amusement	3	3									
01.08	Modeling	3-4						3-4		3-4		
02.01	Physical Sciences	1	1	1-2	2	3	3					3
02.02	Life Sciences	1	1-2	1-2	1-2-3	1-2-3			2-3	3		3
02.03	Medical Sciences	1	1-2	1-2	1-2	1-2		2-3	1-2			3
02.04	Laboratory Technology	2-3		2-3	3	2-3	3-4	3	3	3		3
03.01	Managerial Work: Nature	2-3	3	3	3-4		3-4					
03.02	General Supervision: Nature	3	3	3	3					3		
03.03	Animal Training and Care	3-4	3-4			3-4		3-4	3-4	3	3-4	
03.04	Elementary Work: Nature					3-4		3-4	4	3		
04.01	Safety and Law Enforcement	2-3	2-3			3-4	3					
04.02	Security Services	3	3			3-4	4	3-4		3-4		
05.01	Engineering	1-2	1-2	1-2	2	2-3						
05.02	Managerial Work: Mechanical	2	2	2-3	2-3	3	3					
05.03	Engineering Technology	2-3		2-3	2-3	2-3	3	2-3	2-3	3		
05.04	Air and Water Vehicle Operation	2	2-3	2-3	2	2-3	3	3	3-4	3	3	
05.05	Craft Technology	3		3	2-3	2-3		3	3	2-3		
05.06	Systems Operation	3	3	3	3-4		3-4	3-4		3-4		
05.07	Quality Control	3		3-4	3	3				3-4		
05.08	Land Vehicle Operation	3			3			3		3	3	4
05.09	Materials Control	3	3	3			3			3-4		
05.10	Skilled Hand and Machine Work			3-4	3	3		3	3-4	3		

APTITUDES INDEX (cont)

Worker Trait Group		Key Aptitudes by Level										
No.	Title	G	V	N	S	P	Q	K	F	M	E	C
05.11	Equipment Operation	3			3			3		3	3-4	
05.12	Elemental Work: Mechanical				3-4	3-4		3-4		3		
06.01	Production Technology	3		3	3	3		3	3	3		
06.02	Production Work	3		3-4	3-4	3		3-4	3-4	3		
06.03	Production Control	3			3-4	3		3-4	3-4	3		
06.04	Elemental Work: Industrial				4	3-4		3-4	3-4	3		
07.01	Administrative Detail	2-3	2-3	3			2-3					
07.02	Mathematical Detail	3	3	3			2-3					
07.03	Financial Detail	3	3	3			3		3-4			
07.04	Information Processing —Speaking	3	3	3-4			2-3	3-4				
07.05	Information Processing —Records	3	3	3-4			2-3		3-4			
07.06	Clerical Machine Operation	3					2-3	2-3	3	3-4		
07.07	Clerical Handling	3-4	3-4				3		3-4	3-4		
08.01	Sales Technology	2-3	2-3	2-3		3	3					
08.02	General Sales	3	3	3			3					
08.03	Vending	4	4	3-4					3-4	3-4		
09.01	Hospitality Services	3	3				3-4					
09.02	Barbering and Beauty Services	3	3		3	2-3		2	3	3		3
09.03	Passenger Services	3		3-4	3			3		3	3	
09.04	Customer Services	3-4	3-4	3-4			3-4	3-4	4	3-4		
09.05	Attendant Services	3-4	3-4						4	3-4		
10.01	Social Services	1-2	1-2	3								
10.02	Nursing and Therapy Services	2	2-3	2-3	3	3	3-4	3-4	3	3		3-4
10.03	Child and Adult Care	3	3				3-4	3-4	3-4	3		
11.01	Mathematics and Statistics	1-2	1-2	1-2	2		2					
11.02	Educational and Library Services	1-2	1-2	3			2-3					
11.03	Social Research	1-2	1-2	2-3			2-4					
11.04	Law	1-2	1	1-3			3					
11.05	Business Administration	2	2	2-3			3					
11.06	Finance	2	2	2			2-3					
11.07	Services Administration	2	2	3			3					
11.08	Communications	1-2	1	3			3					
11.09	Promotion	2	2	2-3			3-4					
11.10	Regulations Enforcement	2-3	2-3	3	3-4	3-4	3					
11.11	Business Management	2-3	2-3	3		3-4	3					
11.12	Contracts and Claims	2	2	3			3					
12.01	Sports	3	3-4		3-4	3-4	3-4	2	2	2	1	
12.02	Physical Feats	3			2	3		2-3	2-3	2-3	1-2	

OCCUPATIONAL INFORMATION SUMMARY
(ACTIVITY L, UNIT II)

Title of Occupation ______________________ **WTG#** ______________________

Directions: As you read the information about an occupation, write down a summary of the important points related to the following categories. You may need more than one source to find all the information.

	Source/Reference
Specific Work Performed	
Specific Skills Required	
Work Setting	
Employment Outlook	
Advancement Opportunities	
Education, Training and Entry	
Other Personal Qualifications	
Rewards	

OCCUPATIONAL INFORMATION SUMMARY
(ACTIVITY L, UNIT II)

Title of Occupation ______________________ **WTG#** ______________________

Directions: As you read the information about an occupation, write down a summary of the important points related to the following categories. You may need more than one source to find all the information.

		Source/Reference
Specific Work Performed		
Specific Skills Required		
Work Setting		
Employment Outlook		
Advancement Opportunities		
Education, Training and Entry		
Other Personal Qualifications		
Rewards		

Pocket Contents

- **Worker Trait Group Charts #1, #2, #3**
- **Personal Profile Form**

Name ______________________________

PERSONAL PROFILE

POSITIVE

"What I am"

(List the specific factors you prefer and want to include in your career.)

Work Activities

Work Situations

Aptitudes

School Subjects

Physical Demands

Working Conditions

Worker Functions (State the level of Data-People-Things you prefer most.)

General Educational Development (State the level you think you can and want to achieve.)

Preparation and Training (State the amount of time you are willing to spend in training.)

Career Values (State the values that must be met by your career.)

NEGATIVE

"What I am not"

(List the specific factors you dislike and want to avoid in your career.)

Work Activities

Work Situations

Aptitudes

School Subjects

Physical Demands

Working Conditions

Worker Functions (State the levels of Data-People-Things you want to avoid.)

General Educational Development (State the levels you want to avoid or do not think you can achieve.)

Preparation and Training (State the amount of time you do not want to exceed in training.)

Career Values (State the values that are not important to you.)

Name ______________________________

WORKER TRAIT GROUP CHARTS

WORKER TRAIT GROUP CHART #1
(REFER TO UNIT II)

Areas and Worker Trait Groups	Column 1 Career Interests	Column 2 Work Activities	Column 3 Work Situations	Column 4 Aptitudes + −	Column 5 Subject Areas + −	Column 6 Further Exploration
01: ARTISTIC	(Activity B)	(Activity C)	(Activity D)	(Activity E)	(Activity F)	(Activity G)
01.01 Literary Arts		5,6,8	3,4,5,7,9			
01.02 Visual Arts		6,8	3,4,7,9			
01.03 Performing Arts: Drama		5,6,8	3,4,7,9			
01.04 Performing Arts: Music		5,6,8	3,4,7,9			
01.05 Performing Arts: Dance		5,6,8	3,4,7,9			
01.06 Technical Arts		1,9,10	7,8,10			
01.07 Amusement		2,6	4,5,7,9			
01.08 Modeling		3,6	4,9			
02: SCIENTIFIC						
02.01 Physical Sciences		1,6,7,8	7,8			
02.02 Life Sciences		1,6,7,8	7,8			
02.03 Medical Sciences		4,5,7	4,7,8,10			
02.04 Laboratory Technology		1,7,9	8,10			
03: NATURE						
03.01 Managerial Work: Nature		1,2,7,9,10	1,3,4,7,8			
03.02 General Supervision: Nature		5,9	1,3,4,7,8			
03.03 Animal Training & Care		3,4,6	1,4,7,8			
03.04 Elemental Work: Nature		1,3,9	1,2			
04: AUTHORITY						
04.01 Safety & Law Enforcement		2,5,6	1,3,4,6,7			
04.02 Security Services		2,3,6	4,6,7			
05: MECHANICAL						
05.01 Engineering		1,2,6,7,8,9	1,4,7,8			
05.02 Managerial Work: Mechanical		2,5,6,7,9	1,3,4,7,8			
05.03 Engineering Technology		1,7,9	7,8,10			
05.04 Air & Water Vehicle Operation		1,5,9	3,4,6,7,8,10			
05.05 Craft Technology		1,9,10	1,7,8,10			
05.06 Systems Operation		1,9	1,3,8,10			
05.07 Quality Control		1,3,9	7,8,10			
05.08 Land Vehicle Operation		1,3,9	8			
05.09 Materials Control		1,2,3,9	4,8,10			
05.10 Skilled Hand & Machine Work		1,3,9,10	8,10			
05.11 Equipment Operation		1,3,9	8,10			
05.12 Elemental Work: Mechanical		1,3,9	8,10			
06: INDUSTRIAL						
06.01 Production Technology		1,9,10	3,4,8,10			
06.02 Production Work		1,3,9,10	2,3,4,8,10			
06.03 Production Control		1,3,9,10	2,8,10			
06.04 Elemental Work: Industrial		1,3,9,10	2,10			
07: BUSINESS DETAIL						
07.01 Administrative Detail		2,5,6	1,4,7,8			

07.03 Financial Detail		1,2,3	4,8,10			
07.04 Information Processing: Speaking		2,3,6,9	1,4,8			
07.05 Information Processing: Records		2,3,6	4,8,10			
07.06 Clerical Machine Operation		1,3,9	2,4,8,10			
07.07 Clerical Handling		1,3	8,10			
08: PERSUASIVE						
08.01 Sales Technology		2,5,6,7	4,5,7,8			
08.02 General Sales		2,6	4,5,7,8			
08.03 Vending		2,3	4,5			
09: ACCOMMODATING						
09.01 Hospitality Services		2,5,6	1,3,4,7			
09.02 Barbering & Beauty Services		2,8,9	1,4,7,8,10			
09.03 Passenger Services		2,3,9	4,7,8			
09.04 Customer Services		1,2,3	4			
09.05 Attendant Services		2,3	4			
10: HUMANITARIAN						
10.01 Social Services		4,5,6,8	1,3,4,7			
10.02 Nursing & Therapy Services		4,6,7	1,4,7,8,10			
10.03 Child & Adult Care		2,3,4	1,4,7,8,10			
11: SOCIAL/BUSINESS						
11.01 Mathematics & Statistics		6,7,9	3,7,8			
11.02 Educational & Library Services		2,4,5,6	1,3,4,7			
11.03 Social Research		6,7,8	1,4,7,8			
11.04 Law		2,5,6,8	1,4,5,7,8			
11.05 Business Administration		2,5,6	1,3,4,7,8			
11.06 Finance		1,2,5,6,7,9	4,7,8			
11.07 Services Administration		2,4,5,6	1,3,4,7			
11.08 Communication		2,5,6	1,3,4,7,8			
11.09 Promotion		2,5,6	1,3,4,5,7			
11.10 Regulations Enforcement		2,6	1,3,4,7,8			
11.11 Business Management		2,5	1,3,4,7,8			
11.12 Contracts & Claims		2,5,6	1,3,4,7,8			
12: PHYSICAL PERFORMING						
12.01 Sports		5	4,5,6,7,8			
12.02 Physical Feats		5,9	6,7			

WORKER TRAIT GROUP CHART #2
(ACTIVITY H, UNIT II)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Worker Trait Group Number and Title	Work Performed +, –, ?	Worker Requirements +, –, ?	Clues +, –, ?	Preparation and Training +, –, ?	Physical Demands +, –, ?	Working Conditions +, –, ?	Worker Functions +, –, ?	General Educational Development +, –, ?	Further Exploration

WORKER TRAIT GROUP CHART #3
(ACTIVITIES K & L, UNIT II)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
WTG # OCCUPATIONS							OCCUPATIONAL PREFERENCES